ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER: ED002135
2. ORIGINATOR CONTROL NO(S).: NA
3. IDENTIFICATION NO.: NA

DO NOT WRITE IN SPACE BELOW

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☒ NO ☐

COPYRIGHT RELEASE FILED: YES ☒ NO ☐

TYPE OF REPORT
- PROPOSAL ☐
- IN-PROGRESS ☐
- FINAL ☒
- FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

4. AUTHOR(S): Pasadena City Schools, Pasadena, California
5. TITLE OF DOCUMENT ABSTRACTED: Resource Guide for the Study of Russia: An Enrichment Unit in the Social Studies for Junior High School Students
6. PUBLICATION TITLE: NA
7. EDITOR(S): NA
8. PLACE OF ORIGIN
   ORG. Pasadena City Schools, Division of Instructional Service,
   ST.
   CITY, STATE Pasadena, Calif.
   TELE. EXT.
   INST/LOC CODE
9. PUBLISHER OR SOURCE: Pasadena Unified School District, Pasadena, Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	65	221

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Curriculum Guide

16. INDEXING TERMS (6-12)

		social studies		
communism	seventh grade	instructional materials		
history	able students			
Russia	enrichment			

17. ABSTRACT (MAX. 250 WORDS)

To foster an understanding of the problem of communism, a guide to educate seventh graders about Russia included the history, geography, culture, ideology, and aims of the U.S.S.R. Opportunities to study original documents and to use the inductive method were suggested. A chronological table and summaries of events in Russian history were included in the historical section.

The first unit initiated students into the study through the use of two films, one on the history of Russia and one on Russia today. The history of Russia was the topic of the second unit, including a chronological outline, resources for the chronological development of Russian history, and problems and topics for reports.

The third unit, offering suggestions for the use of primary source material, explained how to use a historical document, how to use excerpts from original sources, and also included quotations for study. Study of the geography of Russia, the fourth unit, included references, maps, drawings, and topic outlines. The last three units were composed of study guides, audiovisual materials, and bibliographies.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

4

ERIC Form 1

TD

ED002135

Resource Guide for the Study of Russia

An Enrichment Unit in the Social Studies for Junior High School Students

PASADENA CITY SCHOOLS

PASADENA, CALIFORNIA

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RESOURCE GUIDE FOR THE STUDY
of
RUSSIA

An Enrichment Unit in the Social Studies
for
Junior High School Students

Robert E. Jenkins, Superintendent of Schools

E. Howard Floyd, Assistant Superintendent for Instruction

George W. Norene, Assistant Superintendent for Secondary Schools

PASADENA CITY SCHOOLS
Division of Instructional Service
Pasadena, California
1965

Copyright 1964 by
Pasadena Unified School District
Pasadena, California

ACKNOWLEDGMENT

Grateful acknowledgment is made to Mrs. Billie K. Press, Consultant for the Gifted Program, and to Mrs. Margaret M. Gardner of Wilson Junior High School, who organized the preparation of this *Resource Guide for the Study of Russia*. Thanks are also due to Mrs. Marie Paden of McKinley Junior High School who developed the references; to Mr. George Tauscheck of Washington Junior High School who prepared the post-1917 sections on history and government; to Mrs. Randall Ellingwood of Eliot Junior High School who edited the manuscript; to Mr. Stanley Sheinkopf of Blair High School who developed the chapter on suggestions for the use of primary source material and who did much of the final editing; and to Mrs. Martha Engstrom of Marshall Junior High School who, along with the aforementioned teachers, contributed teaching ideas and assisted in the evaluation of the filmstrips on Russia, prepared especially for this unit by Mrs. Press.

E. Howard Floyd
Assistant Superintendent
for Instruction

TABLE OF CONTENTS

Page

INTRODUCTION 1

I. INITIATING THE UNIT 5
  - Filmstrip: History of Russia 6
  - Filmstrip: This is Russia Today 27
  - Study Questions for Use with the Filmstrips 45

II. STUDYING THE HISTORY OF RUSSIA 55
  - A Chronological Outline 55
  - Resources for the Chronological Development of Russian History 58
  - Problems and Topics for Reports 101

III. SUGGESTIONS FOR THE USE OF PRIMARY SOURCE MATERIAL 105
  - How to Use a Historical Document: The Imperial Ukase Emancipating the Serfs in Russia 105
  - How to Use Excerpts from Original Sources 111
  - Quotations for Study 113

IV. STUDYING THE GEOGRAPHY OF THE U.S.S.R. 131
  - References 131
  - Map Drawing, Topic Outlines, and History through Maps 133

V. STUDY GUIDES 147
  - For Textbook Readings 147
  - For Pictures, Charts, and Graphs 175

VI. AUDIO-VISUAL MATERIALS 185

VII. BIBLIOGRAPHIES 191
  - Books Referred to in this Guide 191
  - Books on Russia in the Pasadena Junior High School Libraries 194
  - General Bibliography on Russian History, Culture, and Travel 213

INTRODUCTION

Students who graduate from the public schools should have acquired skills necessary for them to become intelligent citizens. They should know how to analyze the awesome array of appeals and admonitions which compete for their attention: news reports, ballot propositions, political slogans, competing philosophies. An informed, discriminating citizenry is a prerequisite for the perpetuation of our democratic society.

The society in which individuals examine, differentiate, question, and choose freely will solve its problems because there is much cross-fertilization of points of view. Each person who does not fear to speak is a teacher to every other.

If freedom to ponder and decide for oneself is to have value for society, however, it must be accompanied by careful study of the events of history and by the development of considerable skill in examining and evaluating these events. Bright youngsters have tremendous capacity for learning and organizing the "facts" of history. They have, further, the capacity for understanding differing interpretations of events and for resolving, or at least understanding, history's many ambiguities. In order to make full use of their talents, these youngsters should be given many opportunities to study original documents, i.e., primary source material, and teachers should employ the inductive method as much as possible. Questions such as "What do you mean?" and "How do you know?" are, of course, the crude tools of this method.

The inductive approach to the teaching of social science has been emphasized in chapters III and V (page 105 ff.) of this guide. These sections include excerpts from original documents, quotations from the makers of the events of the period, and questions designed to bring out the deeper meanings of these materials.

Indispensable for the teaching of this unit on Russia are supplementary texts which may be obtained from the Pasadena Curriculum Library. References to these books and to those available at the junior high schools have been made throughout the guide.

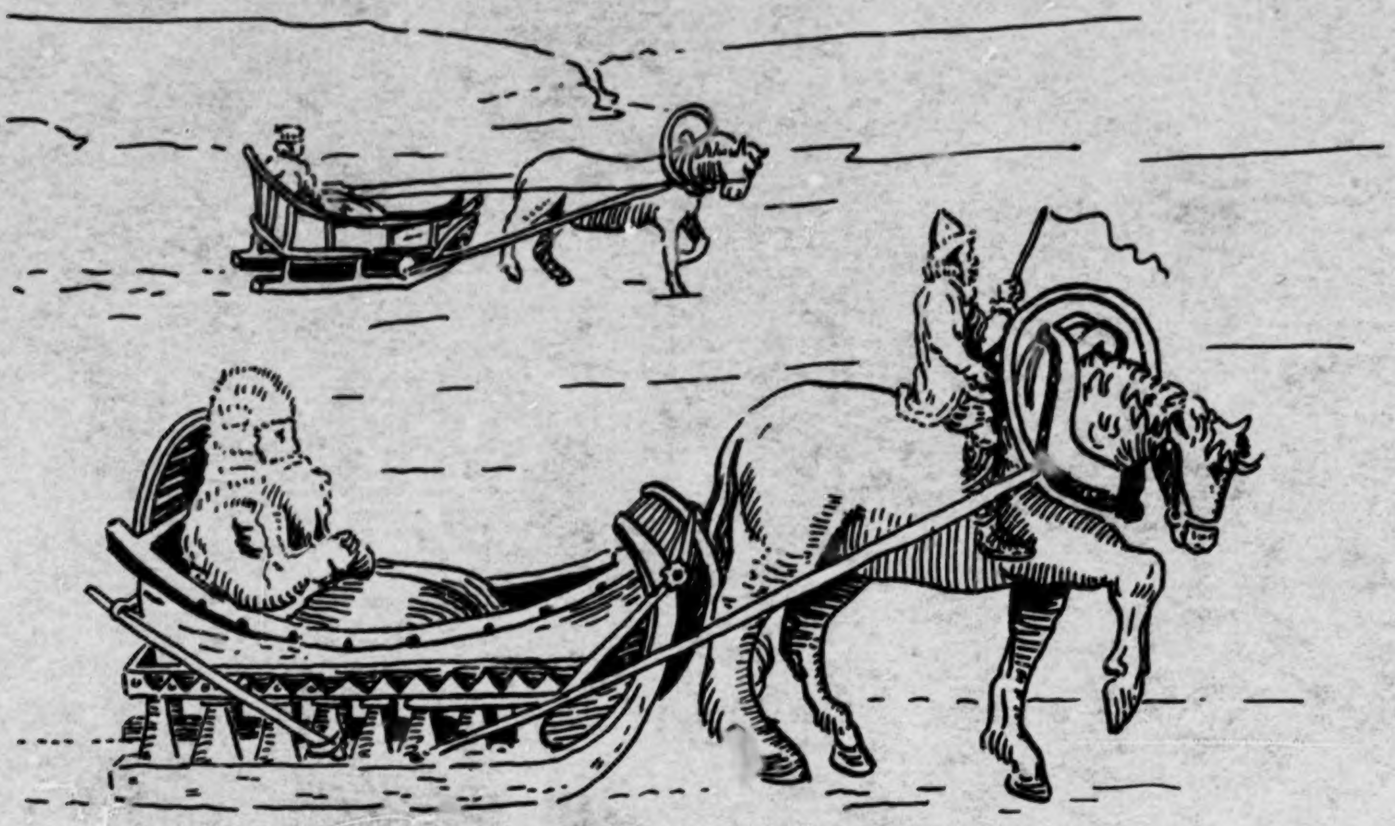
It is hoped that the filmstrips, which are recommended for initiating this unit of study on Russia, will arouse many questions which will be freely discussed in the classroom. It is further hoped that this will then lead students and teachers to deeper, scholarly investigation of questions and problems raised.

For teacher convenience, and for teacher and student referral, a chronological table and summaries of events in Russian history have been included in the historical section of this guide. The summaries consist of generalizations which are based on ample sources. Of a similar nature are many of the statements in college texts on the history of civilization. It is recommended that the teacher refer to other books for other versions of these generalizations or for detailed treatment of events which are of particular interest. It is also very important that the teacher consult and use with students original source material wherever feasible.

The number one problem of our times is, of course, preventing the expansion of Communism and preserving the democratic way of life, while at the same time maintaining world peace. It is obviously most important, therefore, that the finest minds in our nation be concerned with finding solutions to this problem.

A realistic understanding of the history, geography, culture, ideology and aims of the U.S.S.R. are necessary parts of the education of anyone who would tackle this central problem of our times. Bright seventh grade students are ready to learn and to think about these things. This is the raison d'être for this guide.

Billie K. Press
Consultant - Program for
Gifted Students



Initiating the Unit

I. INITIATING THE UNIT

It is suggested that this study of Russia be initiated by a presentation of the filmstrips and accompanying audio-tapes which have been especially prepared for this unit.

1) The History of Russia

Part I: (approx. 40 min.)	Earliest times till ca. 1800
Part II: (approx. 30 min.)	1800 to the present

2) This is Russia Today

Part I: :
(approx. 40 min.) : The Soviet Union at present with
: emphasis upon everyday life,
Part II: : education, recreation, the role of
(approx. 30 min.) : the State national goals, etc.

Following are printed scripts of the taped narrations which accompany these filmstrips. They are included as an aid to the teacher who is preparing to initiate this unit and as material to which teacher and student may refer as the unit progresses.

These filmstrips and tapes may be borrowed from the Pasadena City Schools Audio-Visual Department.

A HISTORY OF RUSSIA

by

Billie K. Press

(Narration to accompany Filmstrip - Part I)

Slide 1:	A History of Russia
2:	Produced by Billie K. Press and the Pasadena City Schools
3: Polar Projection of World Map	This polar projection of the world shows us that the Soviet Union is not so far away from us geographically, as we are inclined to think. It also shows the vastness of this country which is the world's largest, covering one-sixth of the land area of the earth.
4: U.S.S.R. and U.S.A. Map	This map shows the comparative sizes and latitudes of the U.S.S.R. and the United States. We see that the Soviet Union is approximately two and one-half times larger than the U.S.A. However, much Soviet territory is so far north that it remains frozen most of the year and is therefore of limited use.
5: Lenin	The Union of Soviet Socialist Republics or U.S.S.R. is the official name for this country which was called Russia before 1917. It was in 1917 that the Communists, led by Lenin, gained control of the government.
6: Lenin and Revolutionists	Here we see Lenin, leader of the Communist Revolution, proclaiming that the Bolsheviks or Communists were now in power. Stalin, his successor to power in 1924, stands just to the right of Lenin.
7: Eurasia Map	The U.S.S.R. stretches from Eastern Europe all the way across Asia to the Pacific Ocean. The Ural Mountains separate the European part of the U.S.S.R. from the part which lies in Asia. The northeastern part of Asiatic Russia, one of the coldest places on earth, is called Siberia.
	The highest mountains in Europe, the Caucases, are in the southwestern part of the U.S.S.R. between the Black and the Caspian Seas.

Slide 7:
(Continued)

The U.S.S.R. has five natural regions:

1. the frozen tundra near the Arctic Circle where almost nothing grows.

2. the taiga, also very cold where one-third of the forests of the world are to be found.

3. the steppes, which are wide grassy plains around Moscow, and another well-known steppe in the southwest part of Soviet Europe where the rich "Black Earth" region is located.

4. the desert area, south of Siberia near the Caspian Sea. Some farming now takes place here with the aid of irrigation.

5. the warm region, east of the Black Sea. Fruits and other crops are grown here.

8:
Political Map of U.S.S.R.

The present U.S.S.R. is actually composed of fifteen states or "republics" as they are called by the Communists. Largest by far is Old Russia which is pink on this map. It includes European Russia and Siberia and covers about three-fourths of the area of the Soviet Union. Approximately 60% of the people of the U.S.S.R. live in Old Russia which was given the new name of Russian Soviet Federated Socialist Republic (R.S.F.S.R. for short) when the Communists took over.

9:
Typical Russian

Here is a typical Russian face. It is a Slavic face with some Nordic admixture. In a few moments we shall discuss how this "mixture" of peoples in Russia came about.

10:
U.S.S.R. Map

Other republics in the European part of the Soviet Union (see the white part of this map) are Belorussia (meaning White Russia); the Ukraine, which is the richest farming area in the country; and Moldavia which was taken away from Romania in 1940.

11:
White Russian

Here are typical Slavic faces from these three areas. This is a woman from White Russia.

Slide 12: Ukranian Farmer	Here is a farmer from the Ukraine and
13: Moldavian girl	a Moldavian peasant girl.
14: U.S.S.R. Map	In the northwest, on the Baltic Sea, are the three small states (yellow on the map) of Estonia, Latvia and Lithuania, which were all free, independent and democratic countries until Russia seized them in 1940.
15: Lithuanian girl	Here is a typical Lithuanian girl in her native dress.
16: U.S.S.R. Map	During the second World War the U.S.S.R. added the rich area known as Karelia (light blue on the map) to the R.S.F.S.R. Russia took this territory away from its neighbor, Finland. It contained Finland's most valuable natural resources.
	In the Asiatic part of the Soviet Union we find these five states (dark green on the map): Kazakh, Uzbek or Uzbekistan, Turkmenia, Tadzhik or Tadzhikistan and Kirghiz.
17: Girl from Tadzhikistan	Some of these people are relatives of the Persians (now called Iranians) and are distinctly Middle East in appearance. This woman is from Tadzhikistan.
18: Girl from Kirghiz	Others are distinctly Mongolian Asiatic in appearance, as for example, this woman from Kirghiz.
19: Man from Uzbekistan	This man from Uzbekistan combines both Middle East and Asiatic strains in his face.
20: U.S.S.R. Map	Finally, between the Black Sea and the Caspian Sea in the south, there are the three states (red on the map) of Georgia, which is famous for being Stalin's birthplace, and Azerbaijan and Armenia.
21: Georgian	Here is a typical Georgian face.

Slide 22:

U.S.S.R. Map

The Soviet Union as a whole has 220,000,000 people. They speak approximately 180 different languages and dialects. The European Russians who live in the R.S.F.S.R., or less than 60% of the total population, are the only people in the Soviet Union who speak the Russian language as their native tongue.

23:

Turkmenian Schoolgirls

Other Soviet people, such as these schoolgirls from Turkmenia, speak native languages other than Russian but are required to learn Russian in school beginning with the second grade. Also the people look very different, as we have seen, and have very different customs, although the Communist government through its control of all aspects of life, and especially through its control of education, is trying to make everybody loyal to the Soviet Union and its Communist rulers.

24:

Holiday scene with Red banners

Here we see an example of the incessant propaganda to which every Soviet citizen is subjected. This is a usual holiday scene in the U.S.S.R., replete with Red banners proclaiming "SLÁVA NARÓDOO SOZEEDÁTELYOU": "Слава народу созидателю!" "Glory to the people, the builders." Other banners proclaim, "Long live our Communist rulers to whom we owe everything!"

25:

Migrating Peoples

But who were the first settlers to this vast land now known as the U.S.S.R.? They were wandering tribes of Slavs. Slavs are people who come from Central Europe,

26:

Europe Map

from Poland, Czechoslovakia, Yugoslavia and Bulgaria. Long ago these ancient Slavs from Middle Europe moved eastward across the vast plains and settled along the great Russian rivers--the Dnieper, the Donets, the Don, the Volga and its many branches, and the Dniester. This migration, which went on for hundreds of years, began in about 400 A.D., or approximately when King Arthur and his Knights are said to have ruled in England.

27:

Viking ships

Some years before Leif Erickson and the Vikings discovered America, another Viking warrior named Rurik, sailed from Sweden to this land of the Slavs.

Slide 28: Europe Map	The Vikings came from Sweden, crossed the Baltic Sea and sailed down the Russian rivers that flow into it. These Nordic people, or Northmen, took over the Slavs rather easily. In fact Rurik was invited by the Slavs--
29: Viking Men	to bring order to their land and put an end to the constant fighting that was going on among the various Slavic tribes. Thus the Vikings and their descendants became the rulers of this new land: Russia. It is interesting to note that the word Russia itself comes from Rus; meaning seafarer or fisherman which is what these early Vikings were called.
30: Ancient Novgorod	The first city they established in the north was Novgorod. It was an important trading center in early days. Later the Northmen took over and expanded the more southerly city of Kiev on the Dnieper River. Kiev was their capital from 860 to 1240 and is even today called
31: Modern Kiev	"The mother of Russian cities." Here is a recent picture of Kiev.
32: Ancient Russia	But to get back to Russia in its earlier days: One may learn a lot about a people by studying their religious history. What were the religious beliefs of these early Slavs and Norsemen, now Russians, in let us say the year of 980 A.D.?
33: Ancient Slavic idols	Well, the Russians at this time were still pagans worshipping many Slavic gods and idols.
34: Slavic frost and wood spirits	They also worshipped frost and wood spirits, although much of the rest of Europe had been Christianized, by this time, for hundreds of years. Then Vladimir, a descendant of Rurik came to the throne. He became convinced that in order to bring unity to his kingdom, his people needed a definite creed and a set form of worship.
35: Vladimir's Ambassadors	Therefore he sent his ambassadors, these gray-bearded boyars, to the far corners of the known world to investigate the major religions of the time, in order to decide which one to choose for himself and Russia.

Slide 36: Map (Year 1000)	Vladimir's emissaries investigated the Jewish religion, Mohammedanism and the two Christian religions then in existence: the Roman Catholic in Western Europe, with headquarters in Rome, and the Greek Catholic in the East, with headquarters in Byzantium or Constantinople. Vladimir did not like the Roman Catholic Church because the Pope was above all emperors and rulers, and that would never do for a Russian ruler!
37: Byzantium (Constantinople)	But when Vladimir's ambassadors reached Constantinople, they were absolutely dazzled by its beauty and glory and by the royal treatment they got from the Byzantine emperor Basil and the churchmen there. When Vladimir heard their report he sailed from Kiev down the Dnieper River to Constantinople, determined to become a Greek Catholic and equally determined
38: Princess Anna	to marry the Princess Anna of Constantinople. She and her family finally agreed, on condition that Vladimir give up his 800 other wives! This he faithfully did.
39: Perun thrown into Dnieper	Upon his return to Kiev he ordered that the great image of Perun, Slavic God of Thunder, be whipped and thrown into the Dnieper. In this picture we see Anna standing with Vladimir, who is directing the operation from the top of the hill. Then Vladimir ordered all his people to the river to be baptized. And thus in 988 Russia joined the Greek Orthodox or Greek Catholic Church and became Christian.
40: Byzantine Crown	This crown was given to Vladimir by the Byzantine emperor when he married Princess Anna. It was worn by all later Russian czars and is a symbol of Russia's heritage from Byzantium and the East.
41: Russian Dress	Eastern dress and beards were now adopted in Russia (here we see the costumes of Russian churchmen), and also Eastern art:
42: Icon	Here is one of those typical religious pictures, called icons, that now appeared in every Russian home. Church architecture
43: Russian Church	influenced by Constantinople and the Eastern Roman Empire also now took on its characteristic Russian form.

Slide 44: Russian Alphabet	The Russian language and alphabet, with so many letters different from our own Latin alphabet also came from the East--from Greek and old Bulgarian. Note particularly the Russian symbol for "G" which is so like the Greek *gamma*; the Russian "P" just like the Greek *pi*; "F" similar to the Greek *phi*; and the Russian "R" like the Greek *rho*.
45: Genghis Khan	Another large influence on Russian civilization began in 1237 when hordes of warlike Mongols from Asia, rode into Russia. The Russians fought them off for a time but they were no match for these fierce Tartars, as they were called. Their leader, the famous Genghis Khan is shown here.
46: Mongols	And so, for 200 years, armies overran Russia and attacked, robbed and killed villagers at will and always they exacted large taxes from their victims.
47: Russian paying homage to Tartars	Here we see the subject Russians paying homage and bringing a beautiful vase to appease their oppressors. We have all heard of Marco Polo's trip to China and the court of Kublai Khan.
48: Marco Polo	We see the Polo brothers and Marco here before the great Kublai Khan. Kublai Khan was the grandson of Genghis Khan whose warriors on horseback conquered *China* (that is how Kublai Khan became emperor there), as well as Central Asia and Russia.
49: Mongols advancing on Kiev	Here we see the Tartars under Batu, another grandson of Genghis Khan, advancing upon the beautiful city of Kiev. The Mongol conquest of Russia lasted from 1237 till 1480.
50: Prince of Moscow and Tartars	For a long time the Prince of Moscow, Ivan III, bowed to the Tartars, as we see him doing here. But when he grew strong enough, he fought them. It was he, Ivan III, later called Ivan the Great, who finally rid Russia of the hated Mongol rule. During Columbus' time, Ivan the Great annexed all the territory around Moscow.
51: Kremlin	He moved into the Kremlin and assumed the title "Czar of all the Russians." Czar means Caesar or Emperor. As time went on, the Kremlin was built into the structures that stand today. The word Kremlin means fortress. The

Slide 51: (Continued)	original city of Moscow, capital then and now of Russia, was built behind these strong red brick walls to keep enemies out.
52: Interior of Cathedral	Beautiful palaces of the Czars and cathedrals were erected behind the walls. In modern times the Communists rule the Soviet Union from these palaces, and the churches have all been made into museums.
53: Racial strains among the people of the U.S.S.R.	Many of the Mongols settled down and intermarried with Russian people, of course, just as the Vikings had intermarried with the original inhabitants, the Slavs. And so the people of Russia are a mixture of these four strains: the Slavic and Nordic,
54:	the Middle East,
55:	and Asiatic. This is interesting to remember as one looks at faces of people in the Soviet Union today.
56: Ivan the Terrible	The Czars were famous for their absolute power and their cruelty. But perhaps most famous (or infamous) of all was Ivan IV, shown here, and aptly called Ivan the Terrible. He inherited the throne in 1533 at the age of three. At 13, in a fit of temper, he ordered that his main adviser be torn apart by vicious hounds.
57: Icon of Ivan IV	He established something quite similar to the modern-day secret police, which has been the curse of Russia under Czars and Communists alike ever since.
58: St. Basil's Cathedral	In 1554, Ivan ordered the building of the beautiful cathedral of St. Basil. It is made entirely of wood. Notice that each "onion", as we call them, is of a different design.
59: Close-up of St. Basil	Ivan hired a famous Italian architect to do the job, and when it was completed, he rewarded the architect by having his eyes put out. Why?--So that the artist could never build anything as beautiful for anyone else.

Slide 60: Russian Peasants	Each Czar who followed Ivan made laws which left the masses of Russian people worse and worse off. The Russian peasants, known as serfs, became virtual slaves. All land belonged to the noblemen and the serfs were forced to farm the master's land all of their days. They were allowed to keep very little for themselves. Furthermore, the serfs and all their descendants were forbidden to leave their masters' land and seek work elsewhere. They belonged to one particular nobleman who could do anything with them he pleased. By the 1700's there were still virtually no factories and businesses in Russia although the Industrial Revolution
61: Industrial Revolution in Europe	as it was called, was taking place all over the rest of Europe. Here we see what was going on elsewhere in the world. Factories were being built in Europe and America.
62: Early railroad in America	The steam engine had been invented, and railroads were springing up everywhere.
	Since very little of this took place in Russia, feudalism persisted and no real middle class developed. Instead, a few enormously rich noblemen owned everything and the unspeakably poor and downtrodden serfs did the work for them.
63: Cossacks	A few Russian peasants, however, managed to escape their masters and keep their freedom. They ran away to the steppes of Russia, the Ukraine; and became the wild Cossack outlaws of that region. We see them here.
64: Eurasia-Map	For hundreds of years the Russian frontier was to the east, just as ours was westward. The conquest of Siberia (that vast, cold land in Asia, just east of European Russia) began in 1581 when a bold Russian Cossack outlaw, named Yermak, crossed the Ural Mountains which separate Russia from Siberia and defeated the Tartars there.

Slide 65: Yermak, the Cossack	He offered all of Siberia to the Czar in return for a pardon for his crimes. The Czar was only too happy to grant the pardon and even sent Yermak his own personal fur coat as a present. Siberia is still being settled by the Russians in much the same way as the people of the United States and Canada settled North America.
66: Eurasia Map	Under the Czars, the Russians sent expeditions farther and farther east until in 1638 they reached the Pacific Ocean. In 1725 Czar Peter the Great, whom you will hear more about in a moment, sent an expedition which crossed the Bering Strait and claimed the Territory of Alaska. Fortunately, you will remember, we had the good sense to buy Alaska from the Russian government in 1867 for a mere seven million dollars.
67: Fort Ross	Russian fur traders made many settlements along our Pacific coast, all the way from Alaska to Fort Ross in California. Here we see Fort Ross in 1812. Do you remember the story of the Russian trapper, Rezanoff, from your study of California history?
68: Rezanoff in California	Rezanoff came all the way down to California to get food for his starving colony in Alaska. He arrived in Monterey and asked the Spanish governor for help. While waiting for the governor's answer, he fell in love with the beautiful Spanish señorita, Concepción. Unfortunately, however, their love affair had a very tragic ending.
69:	But to continue our story of Russia:
Peter the Great	In 1682, when William Penn was establishing Pennsylvania in America, an unusual man became Czar of Russia. He was called Peter the Great. He was 6 feet 9 inches tall, and it was his dream to make Russia more Europeanized and modern instead of backward and Asiatic.

Slide 70: Vladimir	You will remember that in approximately the year 1000, Vladimir and the Russian people adopted the religion, art,
71: Upper-class in Czarist times	and customs of the East. This scene is typical of well-to-do Russians in the late 19th Century.
72: Byzantium	In Vladimir's time civilization had been more advanced in the Middle East than it was in Western Europe. Remember how impressed Vladimir's ambassadors were with the beauty and glory of Constantinople?
73: Western Europe, 17th Century	But by the time Peter the Great came to the throne of Russia, Middle Eastern civilization had declined. Western Europe, following the Renaissance, had now achieved the most advanced civilization on earth. Peter was determined to find out what was going on in Western Europe.
74: Early Factory	He disguised himself and traveled through Europe and England and learned about European factories.
75: Peter the Great	He took a special interest in boat construction and even worked in Holland as a boat builder for some time.
76: Western Europe, Men and Women	He noticed that European men did not wear long beards and that European women were not hidden away as in Russia. He learned about European scientific discoveries and inventions.
77: Western Europe, Science	He realized how backward his country was and how entirely cut off from European civilization, largely because it did not have any waterway to Europe.
78: Europe-Map	Therefore, in order to make it possible to trade both goods and ideas with the rest of Europe, he determined to get a waterway or "window on the West," as he called it. He made war on Sweden and gained for Russia territory on the Baltic Sea. Here he built Russia's most modern and European city,
79: St. Petersburg (now Leningrad)	St. Petersburg, and he moved his capital from Moscow in central Russia to St. Petersburg, which is now called Leningrad. When the Communists took over, they moved the capital back to the Kremlin in Moscow.

Slide 79: (Continued)	Peter was undoubtedly Russia's most enlightened ruler but all of his efforts to bring western civilization to Russia,
80: Peasants in Czarist Russia	proved to be mere drops in the vast sea of Russia's enormous backwardness, for unfortunately he did nothing to give either education or freedom to the serfs.
81: Map	During his reign Peter also fought Turkey, then called the Ottoman Empire, in an attempt to get control of the Black Sea, but he failed in this. Later, Empress Catherine the Great, using the naval power which Peter had created, did succeed in overcoming Turkey and in gaining control of the north shore of the Black Sea.
82: Catherine the Great	Catherine the Great was a German princess who married the Russian heir to the throne and then managed to get rid of him soon afterwards. She set herself up as Empress of Russia and ruled for over thirty years. She was much opposed to both the French and the American Revolutions which took place during her reign. She hated "republicanism" and thus Russia did not recognize the existence of the United States of America until 1809.
83:	END OF PART I

A HISTORY OF RUSSIA

by

Billie K. Press

(Narration to accompany Filmstrip - Part II)

Slide 1:	A History of Russia - Part II
2:	Produced by Billie K. Press and the Pasadena City Schools
3: Moscow School, 18th century	Throughout the Czarist era, the peasants had no education at all. Here we see a schoolroom in Moscow during the period.
4: Tea service	It is a well known fact that one tea service bought by Catherine the Great for one of her boyfriends, cost more than Russia spent on education for the entire year; and remember that only noblemen's children were given any education at all.
5: Peasant boy	Here is a picture of a peasant boy looking wistfully in on a schoolroom. Thus the condition of the serfs grew worse and worse. Revolts became widespread. In 1861, the same year that our own Civil War began, the serfs were officially freed.
6: Peasants begging	But they had no money to buy land and nowhere to go, for there were few factories where people could get jobs. Here we see Russian peasants of the period begging in the streets.
7: Revolt of 1905	Widespread revolts broke out again in 1905 in both city and rural areas, but these were ruthlessly crushed by the Czar's army.
8: Russian soldiers World War I	Then in 1914 Russia entered World War I on the side of England and France. Here we see Russian troops awaiting the German assault. By 1917 nine million Russians had been killed or wounded by Germans; the rest were starving.

Slide 9:	In February, 1917 revolution broke out again.
Lenin returns	This time the Czar's army, when ordered to fire on the revolutionists, joined them instead! In this picture we see a group of soldiers welcoming Lenin back to Russia after ten years of exile. He was one of the principal leaders of the Russian Revolution.
10: Czar Nicholas	The Czar abdicated (this is the last picture ever taken of him). A democratic government under Kerensky then came to power. Unfortunately
11: Lenin and Bolsheviks	it did not last long for in October 1917, a small, well-organized group called Bolsheviks or Communists, led by Lenin, seized control.
12: Czar and family assassinated	They executed the Czar and his family, and ended all private ownership of land and businesses. Thus, the totalitarian rule of the Communists replaced the totalitarian rule of the Czars.
13: Communist addressing soldiers	Here is an early Communist, in 1917, trying to persuade Russian soldiers to join him. The Communists believe that all land, farms, buildings, mines, factories, stores and railroads should belong to the government, and that therefore everyone must work for the State. The State also makes all decisions as to how much workers are paid and what and how much they are to produce.
14: Red soldiers in 1917	Many people in Russia opposed this idea and bitter fighting took place between the Communists called Red Russians or Reds, and the anti-Communists, called White Russians.
	But in 1921 the Communists defeated the opposition and they proceeded to execute or send to Siberian slave labor camps all who disagreed with them.
15: U.S.S.R.-Map	The name of Russia was changed to the Union of Soviet Socialist Republics, or U.S.S.R. (or Soviet Union) for short. Soviet means

Slide 16: A Soviet at work	"Workers' Councils" for the Communists like to preserve the fiction that workers' groups govern the country. Actually they merely rubber-stamp the decisions of a few top Communists. The words "Socialist" and "Communist" are used as synonyms by the Communists, although in actuality they are different. Both words do mean, however, that the State owns all property except, of course, personal possessions such as clothes or furniture. Communism means, in addition, that the State claims the right to control every aspect of every individual's life.
17: Typical	The word Russia does not appear in this new name because, as mentioned before, not all Soviet citizens are Russian or even speak Russian as their native language.
18: Soviet	Russians are in the majority in the Soviet Union, however you will remember that approximately 60% of the population is Russian--
19: faces	and the Russian part of the U.S.S.R., now called the R.S.F.S.R., pretty much dictates what is to go on everywhere else in this vast country.
20: Old couple voting	Although Soviet citizens are allowed to vote, there is only one party--the Communist party--and therefore only one slate of candidates. Since relatively few people are accepted into the Communist party--only one out of thirty people--it is easy to see how really undemocratic the Soviet system is.
21: Russian newspapers	Russians are avid newspaper readers, yet every word they read has been censored by the Communists. To write anything which disagrees with the Communist party, or to create a picture or piece of music which goes against the Communists' point of view can mean public disgrace, prison, and in some cases, death. The Czars did the same thing to people who challenged their absolute authority.
22: Communist parade in Stalin's time	Following Lenin's death in 1924 one of the most ruthless dictators of all times gained control. He assumed the name Josef Stalin, for Stalin means steel in Russian. Here we see a typical Communist demonstration during

Slide 22: (Continued)	Stalin's time. The government loses no opportunity to whip up enthusiasm and encourage an almost religious-like worship of the dictator-leader.
23: Communist expansion map	During Stalin's reign Russia took over the independent countries of Lithuania, Latvia, Estonia and the part of Finland known as Karelia. And, with Russian help, Communist governments have been set up in Europe: in Poland, East Germany, Czechoslovakia, Hungary, Yugoslavia, Albania, Moldavia, Rumania, Bulgaria. In Asia, Communists now rule China, Mongolia, North Korea, North Vietnam and North Laos. In America, Cuba, under Castro, has fallen to the Communists. Thus, one-third of the people on earth have fallen under Communist dictatorship and now live behind the Iron Curtain, as it is called, which separates the Free World from the Communist World.
24: Industrialization in U.S.S.R.	As for Russia itself, Stalin was determined to make the U.S.S.R. a powerful industrial nation, no matter what the cost. Therefore, during his thirty-year rule (from 1924 to 1953) people were allowed to manufacture heavy machinery and armaments almost exclusively,
25: Heavy Industry	and very little in the way of clothes, stoves, furniture, cars or any of the so-called consumer goods which make life pleasant and comfortable for people. Virtually no houses were built during Stalin's entire reign. Young people had to postpone marriage for years for they had no place to live.
26: Dilapidated house	When they did marry, they shared a room with three or four others! Few materials were made even to repair homes and so the vast majority lived in dilapidated log houses built before 1917 without running water or bathrooms.
27: Poster: "HELP!"	Here we see a poster made by farmers during this period. It says, помоги! - "HELP!" This is why: People who lived on farms fared even worse. Peasants were angry at being forced to give up personal ownership of their farms, and at being forced to work on large state-owned, collective farms. They felt they had been deceived by the Communists. In order to get revenge, they refused to harvest their grain. They

Slide 27: (Continued)	gambled that Stalin would not let them starve. They gambled wrong. He did let them starve and over five million peasants died during the famine which followed.
28: Factory	But out of all this misery, the Soviet Union emerged in 1943 an industrialized and armed nation. Because she now had factories which could produce tanks, planes and guns,
29: Mechanized farms	and mechanized farms which could produce food, she was able (with the additional aid of American Lend-Lease) to defeat Hitler's armies which invaded Russia during World War II. However, the Germans destroyed whole cities before they were finally defeated.
30: Stalingrad	Here we see the Germans surrendering at Stalingrad. This was the turning point in the war, but it took place only after 15 to 20 million Russians were killed. Thus, the Russian people have never had an easy time of it and have always lived with great suffering. They have never known freedom or economic plenty; they have been ruled by one tyrant after another; and their country has been invaded by foreign armies many times. Theirs is a very different story from our own.
31: Iwo Jima	An interesting aside here is the fact that Russian history books make almost no mention of America's contribution to the winning of World War II. Our almost single-handed conquest of the islands of the Pacific, and finally Japan, is not mentioned at all. Here we see the famous picture of American troops raising the flag at Iwo Jima. Soviet school children learn nothing of this,
32: Soviet and American soldiers at Elbe	and almost nothing of the way Russians and Americans fought together to defeat Nazi Germany. Here we see the Russian and American soldiers meeting at the Elbe River in Germany in 1945. How sad it is that the hopes of peoples all over the world for a secure and lasting peace evaporated shortly after World War II when Stalin and then Khrushchev after him launched the so-called "Cold War." The purpose of the Soviet leaders in waging the Cold War is, of course, to have Communism take over the world with as little bloodshed as possible.

Slide 33: Red banner	One sees hugh red banners everywhere in the U.S.S.R. saying "За мир во всем мире ": "Peace for the whole world." The Russian people desperately want peace but the Russian rulers' idea of peace means that the free people simply accept Communist control of the world without a fight. This, of course, America and its allies will never do!
34: Khrushchev	Stalin died in 1953. After a two-year struggle for control by the Communist leaders, Nikita Khrushchev became head man in the U.S.S.R. Although he believed, as Stalin did, in the Communist mission to take over the world, he made life easier for the Russian people. While heavy industry is still stressed, limited amounts
35: Market place	of clothing, stoves, furniture, butter, milk and other consumer goods are also being produced. In recent years, people have been able to buy shoes and soap as needed, and, even lipstick is now being manufactured!
36: New apartment houses	Khrushchev was responsible for the building of miles and miles of apartment houses, although the waiting list for a tiny apartment is still very long and people are still crowded three or more to a room. To Krushchev's credit also is that the power of the secret police has been curbed although Russians still dare not speak, write or vote against the Communist regime.
37: Practicing church in Moscow	A few churches such as this one, have been allowed to resume services, although no boy or girl who attends church or even believes in God is allowed to go to college or to have a good or important job when he grows up.
38: Khrushchev, Eisenhower and others	Now it is time to ask ourselves that most important question: Has the Soviet Union become less of a threat to us under Khrushchev and his successors than it was under Stalin? Unlike the Stalinist days, frequent meetings now take place between American and Soviet officials and problems are openly discussed (talking is always a step in the right direction). However, the Marxist-Leninist intention to overthrow capitalism throughout the world has never changed.

Slide 39: Khrushchev: "We will bury you!"	Khrushchev said in a famous speech: "We will bury you! ("You", meaning the American system of democracy and all who oppose Communism.) Although he himself was deposed in October, 1964, in a surprise Soviet move, his successors are continuing all of Khrushchev's fundamental policies. In recent years, Communists have seized control of North Vietnam and North Laos, and threaten the independence of South Vietnam as well.
40: Map - Communist Nations of Europe	Despite the fact that Moscow has been successful in crushing movements toward independence in many of the Communist bloc nations, some countries have lately been successful in achieving a considerable degree of independence from Moscow's domination. This is especially true of Yugoslavia and Albania and to a lesser extent, of Poland, Czechoslovakia and Rumania.
41: Soviet-Sino split	The most dramatic example of divisiveness within the Communist world is the split between the U.S.S.R. and Red China. China is opposed to the Soviet Union's avowed policy of peaceful coexistence with the capitalist nations and, instead, advocates total war to achieve the destruction of the free world. All of the Communist countries have lined up on either the Moscow or the Peiping side of this question.
42: Map	But whether on China's or Russia's side, Communists everywhere support the concept of expansionism. Most dangerous of all to our security, Communism under Fidel Castro has gained control of Cuba in the Western Hemisphere.
43: K. in Bali	One of the U.S.S.R.'s principal techniques for winning converts to Communism is through propoganda. Here we see Khrushchev on a good-will visit to Bali.
44: K. in India	Here we see Khrushchev with the late Premier Nehru in India. The U.S.S.R. is also giving thousands of free scholarships to students from the underdeveloped countries.
45: Foreign students	Here are some foreign students in Moscow. While studying at Russian universities to be engineers or doctors, they have it constantly drummed into their brains that Communism is wonderful. The U.S.S.R. is now sending trained Russians, speaking the native languages, to backward countries all over the world.

Slide 46: Russians giving technical assistance	These Russians teach the people scientific farming, how to build dams and factories, how to fight disease, but their real reason for being there is to convert these people to Communism. It is vastly important that we become even more skillful than the Russians at telling people all over the world about our wonderful way of life.
47: Gargarin and Titov	The Soviets now pose an increasing challenge to us because of their accelerated emphasis on science and their achievements in the space race. Gargarin (on the right here) was the first man to orbit the earth in a space vehicle. Shortly afterwards, another Russian astronaut, Gherman Titov who is also shown here succeeded in orbiting the earth 17 times in a 25-hour flight in space. A major Russian purpose for performing such feats is so that they may say to the world:
48: Parade honoring Titov	"Do you see? We are the best in science and technology--we are now even better than the Americans! This shows what Communism can do!" Of course, they are not ahead in either science or technology but only in this one area which they have stressed so prodigiously. However, the United States has been gaining steadily in this field. In recent years, we have successfully launched several astronauts and are planning to land a man on the moon by 1970.
49: Science class in U.S.S.R.	Nevertheless Russia is still producing many more scientists and engineers than we are. It is vitally important that more of our able young people choose science and engineering as a career, for America's greatness in this field has always been admired all over the world.
50: Soviet Industrialization	The Soviet leaders are also determined to overtake the United States in economic competition: in the production of electric power, steel, meat, butter, milk and many other things. This is to demonstrate that Communism, rather than our system of free enterprise, results in greater plenty for all. According to American economists, it is unlikely that the U.S.S.R. can reach

Slide 51: American Industry	our standard of living before the year 2000, if by then! However, we cannot just sit back or we will slip back! We must continually invest in, and expand our economy and make life happier and better for all, while at the same time
52: Freedom of religion in U.S.A.	preserving and increasing our freedoms and assisting other nations in their struggle for freedom and a decent standard of living. If we are wise, and if we care enough to do all of these things,
53: Economic plenty in U.S.	we will have the economic plenty which we now enjoy and which the Russians are striving for, as well as
54: Voting in America	democracy and a respect for human dignity--such as the Russians have never known. In this way, we may be sure that freedom-loving people all over the world will find in America—
55: Statue of Liberty	their greatest inspiration!
56:	The End
57:	Acknowledgements: Book House for Children Black Star Carl Mydans, Life Magazine Denoyer-Geppert Erik Bergaust Harper's Magazine
58:	Harr Wagner L. W. Singer National Archives New York Times Rathbone Books, Ltd. Sid Feder, Meston's Travels Sovfoto Triangle Photo Service Warren C. Merritt Wolfe Worldwide Films

THIS IS RUSSIA TODAY

BY

Billie K. Press

(Narration to accompany Filmstrip - Part I)

Slide 1: This is Russia Today - Part I.

2: Produced by Billie K. Press and the Pasadena City Schools.

3: This is Russia Today.

4: And here is the Kremlin in Moscow, capital city of the U.S.S.R. The Kremlin consists of many palaces and churches, surrounded by this red brick wall. All this was built by the former emperors of Russia, the Czars, hundreds of years ago.

5: When the Communists took over the government in 1917, they changed the palaces into Communist government buildings and they made museums of the churches. From the Kremlin a few Communist Party leaders now rule the 225,000,000 people who live in the Soviet Union.

6: This is Red Square in Moscow. When this picture was taken, the people were waiting in line in order to see the preserved bodies of Lenin and Stalin who lay in this tomb beside the Kremlin wall.

7: Lenin, in 1917, and then Stalin (standing just behind Lenin) were the Communist dictators of Russia before Khrushchev. However, in a move to consolidate his own power, Khrushchev exposed Stalin's tyrannies and ordered his body removed from the sacred tomb.

8: For thirty years, monuments to Lenin and Stalin, such as these in a Moscow subway station, were to be found all over the Soviet Union. Statues honoring Stalin are now, however, almost never seen. In 1964, after ten years in power, Khrushchev was deposed and his name and deeds stricken from Russian history books.

9: Here we see some Communist officials leaving the Kremlin. Only the most important people in the Soviet Union have cars. Until 1956 very few visitors from the Free World were allowed inside the U.S.S.R. The reason for this was largely because--

Slide 10: after forty years of Communist rule and promises, the Russian people were still living in great poverty--

11: in houses which had been built long before the Communists took over the government.

12: People were crowded five or six to a room.

13: This Russian policeman looks harmless, doesn't he? But only a few years ago, a Soviet citizen never knew when he might be seized by the secret police and sent to prison or death for some small remark or joke he had made about the government.

14: Stalin was the iron ruler of the Soviet Union for thirty years, from 1924 to 1953. He did not want the Russians to learn how much better off people were in other countries.

15: Even today, when their situation is considerably improved, Russians stare at foreign visitors who seem so well-dressed compared to them. Many Russians still believe that all American tourists (even this one!) are millionaires and that the ones who stay at home are worse off than they are! The building in this picture is Moscow City Hall.

16: Stalin did not want the Russians to learn how well people lived outside of Russia, and he did not want outsiders to see what life was really like in the U.S.S.R. Therefore, Stalin erected the so-called Iron Curtain which cut off communication between East and West even more fully than previously.

17: When Stalin died, Communist leaders recognized the importance of providing more consumer goods for a long-deprived people. In 1955 Khrushchev gained control of the government and, for the first time, consumer goods for the Russian people were made in any significant amounts.

18: Here we see people lined up at Gum (pronounced Go͞om) Department Store in Moscow in order to buy some very cheap-looking (to our eyes) but high-priced clothes. A woman's nylon blouse costs $50 in the Soviet Union--a pair of shoes $35.

19: Adults as well as children must bundle up like this in winter, for winter is very long and cold in most parts of the U.S.S.R. Nevertheless, an average Russian man must work 200 hours to earn the price of an overcoat, whereas an American can buy a coat for the equivalent of only 20 hours of work.

Slide 20: At home Khrushchev curtailed the excesses of the secret police, but he did not stop Communist aggression in other lands. Here we see a map of the world showing Communist expansion in recent years. On this map the U.S.S.R. as of 1938 is red; the free world is blue; those countries which were formerly free, but which are now either part of the U.S.S.R. or Communist-ruled, are pink; (and their names are indicated on the map).

Omitted from audio-tape

(In Stalin's era the Communists seized and made a part of the
(U.S.S.R. these territories:
(
(Karelia--which was formerly part of Finland
(
(Estonia, Latvia and Lithuania--which were all free
(and democratic countries before 1940
(
(Moldavia--which was part of Romania
(
(Also by means of terror and subversion and with the backing
(of the U.S.S.R., Communists have gained control of these
(countries in recent years: Poland, East Germany, Czechoslo-
(vakia, Romania, Bulgaria, Yugoslavia, Albania, North Korea,
(Mongolia, and that giant among nations, China.

During Khrushchev's ten-year reign, North Vietnam and North Laos (in Asia) fell into Communist hands, and in 1965 the Communist attempt to take over South Vietnam involved the United States in large-scale fighting.

21: In 1956 the Hungarians toppled this hated statue of Stalin and began a bloody revolt against their Communist masters.

22: Russia sent troops and tanks, however, and after killing thousands of Hungarians finally defeated the efforts of the Hungarian people to reestablish democracy and independence in their country.

23: But probably the most dangerous of all to our security, Cuba which is only ninety miles off our coast of Florida, is now ruled by Communists. Here we see Cuba's leader, Fidel Castro, and Khrushchev in a fond embrace.

Slide 24: Thus we see that the Communists have gained control of one-third of the peoples of the world. They now have enough self-confidence to allow tourists to come and have a look at the Soviet Union, where Communism began. But do not come to the conclusion that the tourist may travel anywhere in the U.S.S.R., for this is not the case. A tourist may see only *selected* parts of the country--parts which

25: the Communists are *willing* to let foreigners see. They are particularly eager to show their Moscow University, for example, and to point out that it is the largest university in the world. Many Americans have had their cameras taken away by policemen, however, when they tried to photograph

26: some of the less pleasant aspects of Soviet life, such as this--which shows the way most Russians live--

27: or this--which shows a type of work that many grandmothers do in the Soviet Union in order to earn a few extra rubles. And we must not forget that, despite the fact that there is less *open* terror in the Soviet Union now than there was under Stalin,

28: there is still nothing akin to democracy as we know it in America. There is no freedom of speech for one may *not* criticize the Communist party nor disagree with the few top Communists who control everything. Delegates attend the Soviet Congress (shown here) merely to rubber stamp the dictator's and the Central Committee's decisions.

29: Youth rallies, such as these, take place frequently and serve the same purpose, plus the purpose of whipping up enthusiasm for Communism.

30: There is no freedom of the press, of course. Here are a few of the many Soviet magazines and newspapers, but how startling it is to realize that *not a word* may be printed without the approval of the Communist party. Although the name of their principal newspaper is *Pravda* (top center) and *Pravda* means Truth, the truth about the outside world never reaches Russian eyes.

31: In the U.S.S.R. freedom of religion does not exist. The government does not want people to love anything as much as the Communist party, *not even God*. Therefore, it is strongly against religion. Thus the beautiful churches, which were built before the Communists came to power, have been turned into museums.

Slide 32: Here is the most famous Russian Church of all: St. Basil's Cathedral in Moscow, built entirely of wood in the 16th Century, and now used as an anti-religious museum.

33: This is the famous Zagorsk, one of the few churches still permitted to hold services. However, if any young person is seen attending church, he has no hope of either being admitted to college or of getting a good job.

34: Despite the fact that the Russians have more in the way of food (no one starves in Russia anymore) and more housing, and clothes than before, they are still poor by European standards and very poor by American standards. Here we see even the youngest children in the family drinking tea, for milk is in short supply and too expensive for most families to afford.

35: Here we see some Muscovites lining up to buy bread--which is still the main item in most Russians' diet. Russians live on black bread, potatoes, cabbage and tea with meat (usually sausage) once or twice a week, and milk and butter only occasionally.

36: Although canned goods are always on display in food store windows, such things are very expensive and most Russians can't afford them. A small can of salmon sells for the equivalent of $1.70. A small chocolate bar (5 or 10 cents here) costs $1.50 in Russia. Frozen foods to not exist, and fresh fruits and vegetables such as even the poorest people in America have, are unobtainable in most parts of the U.S.S.R.

37: Here are people lined up, before going to work in the morning, to buy their family's food for the day. They must do this every morning in summer for most Russians have neither refrigerators nor ice boxes. There are separate lines for bread, cabbage, and sausage in front of the stores. Shopping for a day's food is thus a very tiring and time-consuming business!

38: And here are people inside a store trying to make their purchases. This crowd is not unusual but an every day occurrence in the U.S.S.R.

39: Russian clothes, although improving, are still unattractive to Western eyes: poor shape, style, and materials, and very high-priced. Here are some people at a fair, wearing their Sunday best.

Slide 40: A tourist from America finds that he or she if often stopped by Russians on the street who are eager to purchase those consumer goods which are in short supply in the U.S.S.R.:--

41: as for example, lipsticks, perfume, orlon sweaters, high-heeled shoes, for all these things are still in short supply, and are very expensive in today's Russia.

42: Everywhere, large apartment houses are going up--and yet the number of apartments still has not caught up with the need, for one must remember that no new houses were built for thirty years, or during Dictator Stalin's entire era.

43: Stalin was interested only in building Russia's industrial and military might (here we see a monument to the Red Army) and so he would not "waste" any materials or labor on consumer goods, like houses or clothes and other "unnecessary" comforts for human beings.

44: And so, although much apartment house construction is now going on, *most* people are still on the waiting list for apartments--and have been for many years. A family of five or six (including grandma) is lucky indeed, when they get that *two*-room apartment in one of these new buildings--for which they have been waiting so long.

45: This is a model farmhouse of the future on display at an agricultural fair. In it is a wood-burning stove. There is no provision for running water.

46: In the midst of slums, where the people live, grand government buildings such as this one are being built.

47: Everywhere one sees women doing the heaviest work: cleaning streets with homemade brooms, carrying heavy timber,

48: digging ditches, or repairing streets, as hown here. This was so when the Czars ruled Russia, and it is equally so now, although many Russians would like to change it. Russian women do all of this hard labor, even brick laying from great heights, *wearing dresses*. They think it very funny when they see an American woman in *slacks*. They think that wearing trousers is unladylike!

Slide 49: Here we see a group of village girls waiting to be picked up by one of those open Russian government trucks, which transport laborers everywhere. They will be taken to the farm where they work in the fields in summer and in the machine shop during the winter.

50: The Communists have built schools, however, and everyone now has an education. Therefore, although women do many of the hardest and dirtiest jobs, many Soviet women, such as this doctor, now have important and interesting jobs.

51: In fact, 80% of the medical doctors in the U.S.S.R. and over one-third of Russia's engineers are now women. Despite our shortage in America of scientists, engineers and physicians, very few girls and not nearly enough boys go into these fields! Here we see an important Russian woman scientist on a geophysical expedition with her colleagues.

52: This woman is one of Russia's outstanding astronomers. Many Americans feel that more girls and boys in our country should prepare for careers which contribute directly to our country's knowledge and growth.

53: Here is another type of work--less exalted to be sure--that women do in summer. They sell soda water from little stands on street corners. There is no such thing as a paper cup in the Soviet Union, and so people buy their soda and drink it from the same five glasses which you see here. Remember that all business in the U.S.S.R. is government-owned, even these soft drink stands. Correction, please! Those flower sellers are in business for themselves! They grow these flowers in their backyards and try to sell them on their one day a week off from work.

54: Here we see more flower sellers outside the railroad station on a Sunday morning, trying to earn a few extra rubles to maintain themselves. But how do Russian people relax and have fun? First it must be said that having fun, just to have fun, is an unacceptable idea in the Soviet Union, where everything must have a purpose.

55: Thus great estates, such as this one, have been turned into museums--

56: where the people may see the treasures that formerly belonged to the nobility.

Slide 57: Here, for example, is Empress Catherine the Great's Wedding Dress. She was the Czarina of Russia during America's Revolutionary War period and is famous for her cruelty to the Russian peasants.

58: Here is one of Moscow's Parks of Culture and Rest, as they are called, where Russians may relax a little. People usually go to parks such as this one when they wish to have private conversations, for they can never be sure, when indoors, that their talk is not being monitored by hidden microphones.

59: Here are some workers on vacation at a summer resthouse, or sanitarium, as it is often called. Miners go to a Miners' Sanitarium, textile workers to a Textile Sanitarium, and teachers to a Teachers' Sanitarium. Thus husbands spend their vacations with their fellow-workers, wives with their fellow-workers--

60: while the children go to Government-run Pioneer camps. At these camps children are thoroughly indoctrinated with Communism.

61: Here is a park in winter. In the Soviet Union, all women are expected to work full-time for the State and therefore grandmothers must take care of the children. When there is no grandmother--

62: the children may be in all-day school from as early an age as one month. They soon learn to be very quiet and obedient, for a teacher's primary duty is to turn out unquestioningly obedient Soviet citizens.

63: Children begin kindergarten at the age of three. The schoolday begins at 7:00 a.m. when they are dropped off by mothers going to work. Children may be called for as late as 7:00 p.m. by parents returning from work. More and more children, however, are now going to boarding schools and seeing their parents on Sundays and holidays only.

64: The Communist leaders are hoping that before too long most Soviet children will be in boarding schools where they may be trained more efficiently to be loyal and hard-working Communists.

Slide 65: To the Soviet citizen's credit, it must be said that nearly everyone is hungry for learning, culture and self-improvement. Here is a group of factory workers taking school examinations during their vacation from work. After their regular work-day, over 50% of workers, of all ages, attend classes.

66: In this building 20,000 lectures a year are given on Lenin, founder of Russian Communism.

67: On every street corner one sees stands, such as this one, where people are busily selecting books. Books are, by the way, very inexpensive in the U.S.S.R. A book that would cost $3.00 in America would sell for only thirty cents in Russia! What a pity that the Russian people may read only those books which their government chooses for them to read!

68: Russia has been famous for its music--its opera and ballet--since long before the Communists came to power. Here is the well-known Moscow Opera House known as the Bolshoi Theater where some of the finest music in the world may be heard.

69: Here is the inside of the theater. Tickets are not at all expensive and every Russian can afford to go. ... and does go!

70: Here is a Tschaikovsky ballet in progress. Russian music and dance have been world-famous for a century.

71: Here is another scene from a ballet at the Bolshoi Theater in Moscow. The average Russian is very culture-oriented.

72: Russia's art--paintings and sculpture--is not nearly so good as its music because the government insists that all art must put across the Communist message, and artists are not free to create from their minds and hearts. This is a typical piece of sculpture called"Monument to Collective Farm Workers." All Russian statues are similar to this one.

73: Here is a painting on the ceiling of Moscow's largest hotel. It shows the triumph of Communism and depicts the Soviet leaders as angels.

74: Here are other examples of Soviet art--much praised by the Communists.

75: Can you see why?

Slide 76: The Communist government has built a very elegant subway and the people are extremely proud of it. The Moscow subway has the longest escalator in the world and its trains run on time--one every three minutes.

77: One subway station is more plush and ornate than the next!

78: Signs and paintings preaching Communist propaganda are everywhere.

79: Here is a stained glass window in, of all places, the subway! How strange: the churches have been turned into museums and the subway stations have been made to look like churches and palaces.

Although the Communists have small regard for the needs of the individual, they take every opportunity to show off their achievements where they can be seen by the masses of people. Therefore, Moscow residents live in overcrowded houses, and do not have cars, but go to work each day in the world's most beautiful subway.

80: This is the recently completed Moscow swimming pool which, the Russians say, is the largest in the world. When American tourists tell Russians that, in the United States, many people have swimming pools of their own, the Russians don't believe it! Also, they are afraid to believe or even to hear such things!

81: Annual sports festivals such as this one here in Lenin Stadium are sponsored by the government.

82: Here Soviet youths demonstrate their discipline and regimentation. Regimentation begins at a very early age and is, to the Westerner, the most characteristic aspect of life in the Soviet Union.

83: End of Part I.

THIS IS RUSSIA TODAY

by

Billie K. Press

(Narration to accompany Filmstrip - Part II)

Slide 1: This is Russia Today - Part II.

2: As has been mentioned before, there is propaganda behind all government organized pleasures. The most striking example of this is the permanent "Peoples' Industrial and Agricultural Fair" which is the chief amusement park in the Soviet Union. This is the entrance to the fair.

3: The fountains are beautiful, aren't they? The "amusements" consist of charts in each of the buildings. These charts

4: tell the Russians of the economic progress being made by the Soviet Union under the Communists.

5: Here are Russians admiring a display of fruit at the fair, largely because fresh fruit is a luxury rarely seen in Russian food stores.

6: This building says See-´beer СИБИР)--Siberia--and is filled with charts and displays showing Siberia's recent development. Exhibits are topped by banners which exhort the Russian people to work harder and make greater sacrifices in order to "overtake the United States."

7: Here is a group of Russians admiring a new Soviet dump truck, symbol of Russia's industrialization.

8: These Russians are lined up at the Fair in order to get a closer look at a Soviet jet, the T U 104, which was, by the way, the first passenger jet in the world.

9: This is the T U 104.

10: Here are Russians admiring the "cars of the future" as they are called. These cars are nearly all copies of American Chevvies and Fords of a few years back, but the ordinary Russian doesn't know this, of course.

Slide 11: Here are some Russians bathing in the Moscow River in midwinter. Even when Soviet citizens are on vacation, one usually sees them determinedly practicing "physical culture." It has been drummed into the Russian mind that fun, just for the sake of fun, is immoral. But, building up the body to better serve the State--this is moral and right.

12: The easy thing for us to do is to just sit back and ridicule these Russians who live so poorly, work so hard, and think that even "fun" must have a purpose.

13: But--before we decide to do this, let us not forget how Communism has been spreading on the map, and let us also take a look at what the Russians are achieving in education and science.

14: In 1917 eight out of ten Russians could not read. Here is a very old picture of a peasant boy in the late 1800's looking wistfully in on a schoolroom. In Czarist times, education was for the nobility only, and was denied to the peasants who were little more than slaves on the master's land.

15: Under the Communists, however, everyone gets at least an eight-year education, in a school such as this--

16: and people of all ages work and study hard to better themselves and to advance their country. Brains, talent and hard work are well rewarded in the Soviet Union, as long as they are used to serve the state, of course.

17: Look at this picture of a high-placed Soviet scientist and his wife, and an American scientist and his wife, who were visiting Russia this year. Can you tell which people are the Russians? Probably not, because Russian scientists receive enormous salaries, travel, buy their clothes in foreign countries, and have many other privileges. This Russian scientist's father was a serf under the Czar, but he is one of the most respected scientists in the Soviet Union. In case you didn't know, the man in the middle is the Russian. His wife is on the end at the right.

18: The only way to get ahead in the U.S.S.R. is to get a college education. This is Moscow University, the science and math departments only. Children work very hard at school hoping to be among the few lucky ones who will be admitted to the university.

Slide 19: This is the auditorium of Moscow University. It should be noted that only the top 10% of the children are permitted a college education in the U.S.S.R. Contrast this with America where almost unlimited educational opportunities are open to all.

20: Children enter the first grade at age seven, after having had four years in an all-day kindergarten. Here we see the cover of a second grade arithmetic book, which shows a typical Russian abacus and school uniforms. Pupils are expected to stand whenever an adult enters the room and they receive a mark in their grade books whenever they are called upon to recite.

21: These grade books must be signed by parents once a week. This picture is from a Soviet magazine. In it we see a happy mother with her child who has received good grades for the week. But, if a child is lazy in school or doesn't do his homework, not only is he publicly disgraced--on the school's public address system--but so are his parents at their place of work!

22: Children have a great deal of homework: one hour in first and second grades, two hours in grades three and four, three hours in grades five to seven, and four hours of homework in grades eight to eleven.

23: If a child does well in grades one to seven, he is admitted to the three-year academic high school. Only 40% of the elementary school graduates are admitted to high school. Here are a few of the fortunate ones, in their ninth grade practical work class--one of the many so-called labor courses which youngsters are required to take so that they will be ready for immediate employment in nearby factories in the event that they do not "make it" to college.

Omitted from Audio-tape

(Eighty per cent of these high school students will not "make it"
(into college, no matter how hard they work, for the Soviet govern-
(ment does not wish to educate people beyond the stations they
(will occupy in the Soviet society.

24: Young people try very hard to be among the ten per cent who are permitted to go to college, however, because only well-educated specialists and high-level government officials have anything resembling a comfortable life in the Soviet Union.

Slide 25: In addition, a student receives a salary (stipend) while he or she is in college and a room all to herself. Virtually no one else in the U.S.S.R. enjoys the luxury of such privacy for a two-room apartment is still considered adequate for a family of four or five.

26: In the eight-year Workers School (elementary school to us) children have different teachers for each subject beginning with grade five. In grade five they begin their study of a foreign language, which they then continue for the rest of their schooling. Over 60% of all children in the U.S.S.R. are learning English! Here is the English textbook used in fifth grade. Recently, the Soviet government has begun training increasing numbers of children in the Spanish language--for the Communists would very much like to take over Latin America one day.

27: Children have much training in science for the Russians know that science is the key to technological progress. Thus children study botany in the fifth grade, physics from the sixth grade on, chemistry from grade seven on, and math throughout all their years in school. This is a seventh grade chemistry class.

28: Everyone admitted to high school studies exactly the same curriculum. This great emphasis on math and science has paid off as far as the Soviet leaders are concerned: in 1913, when the industrial production of the United States was 40% of the world's total, Russia produced less than 3%.

29: Today the Soviet Union ranks second only to the United States as an industrial nation and although still a considerable distance behind us, is coming up fast.

30: Also, the Russians have made tremendous progress in space science: they launched the first man-made satellite into space (Sputnik I) in 1957.

31: And this is Sputnik II.

32: In 1961, Yuri Gargarin, a Russian, was the first man to orbit the earth in a space vehicle. In 1963, Colonel Bykovsky made the longest manned space flight: 81 orbits (2 million miles) in five days. One year later the Soviet Union sent into orbit a space ship carrying a pilot, a scientist, and a doctor--the first space vehicle to carry more than one person. In 1965 a Russian cosmonaut spent ten minutes free floating in space, outside of his space ship. The Soviets are, of course, enormously proud of these achievements.

Slide 33: As mentioned earlier, nearly all mothers must work in the Soviet Union. Therefore, during the summer, children attend the Young Pioneer Camps where they receive indoctrination in Communism, plus remedial work in school subjects, if needed.

34: From September until June children attend clubs or "circles" after their regular school day. Each neighborhood has its Pioneer Club House where, once again, Communism is the chief subject taught. But also in these Pioneer Houses and Pioneer Palaces (for the gifted), children are helped to develop their special talents and interests and they are taught by carefully selected, gifted teachers. Here we see a literary circle. Notice that the children are all wearing their "Young Pioneer" uniforms.

35: This is an astronomy circle. Clubs or circles are deliberately kept small in order to insure maximum value for the students. A circle meets four times a week, after school, and one teacher works with the same group of boys and girls for many years.

36: If a child is especially gifted in art, music, dance, foreign language or sports, he may be sent to a special full-time school. Here is one of the schools where the Russian ballet stars are trained.

37: This is the so-called Children's City of the Lenin Stadium--

38: where ice skating talent--and those talented

39: in other sports are trained. There are even special schools for training Soviet circus performers and ski champions!

40: But the vast majority, or at least 90% of the children in the U.S.S.R., children such as these--typical Russian children--

41: or these--struggle in vain; for only those children who are extremely gifted in math or science, or in some other area which the Communists wish to emphasize in order to show off or advance their system--only those few children have any opportunity to achieve honor or comforts in life.

42: Demonstrated devotion to Communism is also required of those who wish to rise in Soviet Russia. Here we see some youngsters at a fair wearing their Communist neckerchiefs.

Slide 43: And so we see that the U.S.S.R. is a complicated civilization indeed. In only forty years the Communists have taken one of the most backward nations of the world and have changed it into a nation which is so strong industrially--

44: and militarily--that it is a threat to the free world.

45: The Communists have built up this industrial and military might at the expense of their own people--

46: who still have a very low standard of living.

47: And freedom, as we know it, does not exist in the U.S.S.R. There is no freedom of speech nor press,--

48: nor religion.

49: There is only one political party--and there is no opportunity for the people to choose those who run the Communist party and therefore the nation.

50: There is no economic freedom, as we know it, either. Here we see agricultural workers on a state-owned farm. No one may own his own piece of land. No one may start a business of his own or employ others. Everyone works for the government which is run by the Communist party.

51: The Communists promise the people that if they work hard, they will some day have as much sugar, meat, milk, butter, and

52: as many cars as America now has. Here we see a very common sight: a crowd of Russians admiring the car of an American tourist in Moscow. As Americans, we feel that the Russians have the right to run their country as they wish, however much we disagree with their system.

53: But the Communist leaders are not content with this. They are unwavering in their determination to establish Communism throughout the world. The only way for us to prevent this is to be

54: militarily strong, in order to demonstrate to the Communists that we are willing to defend what we believe in. Here is one of our principal deterrents to Soviet aggression: the Titan intercontinental ballistic missile, with a speed of 15,000 miles per hour and a range of over 6300 miles. Most experts believe, however, that

Slide 54: (Continued) Russia does not want a shooting war and will try to win the world over to Communism by attempting to prove that Communism is superior in the areas of economics, education, science and technology.

55: Here we see Khrushchev presenting the ruler of Afghanistan with a miniature Sputnik,

56: and here he is trying to persuade the Indonesians that Communism is the road they must take in order to bring education and progress to their nation. K's successors are continuing these same policies.

57: It is clear why we, in America, must demonstrate the vast superiority of our democratic way of life. We must have the finest educational system in the world and youngsters eager to take advantage of the educational opportunities offered to them. But above all

58: we must have citizens who are dedicated to the ideal of building a greater America. In the late President Kennedy's words, "Ask not what your country can do for you. Ask instead, what can you do for your country."

59: We need citizens who know and love our American heritage, and who will work to strengthen our democratic institutions, for we make our greatest impression on the rest of the world when we show that in America, we have these three things:

60: (1) The highest standard of living in the world

61: (2) Respect for each and every American citizen's constitutional right to freedom, dignity and opportunity, and

(3) A humanitarian concern for the rights and well-being of all people everywhere in the world.

62: Original slides by

Billie K. Press
Dr. Henry Richter
Dr. Horace Gilbert
Sid Feder, Meston Travels, Inc.
Barry Gordon

Slide 63: Acknowledgements

Carl Mydans and Life Magazine
New York Times and New York Times Magazine
U.S.S.R. Illustrated Weekly
Hubert A. Lowman

64: Libbey-Owens-Ford Glass Company
Time Magazine, Newsweek Magazine.

65: Art: Charles W. Reynolds and Thelma Siegel

66: Produced by

Billie K. Press in cooperation with
The Pasadena City Schools

67: The End

STUDY QUESTIONS FOR USE WITH THE FILMSTRIP

"HISTORY OF RUSSIA"

1) What reason can you give for the fact that though the U.S.S.R. has almost three times as much land area as the U.S.A., it has only a little more farm land?

____

____

2) What do you think was the main reason that Russia took Karelia away from Finland?

____

____

3) What reason(s) can you give to explain why the U.S.S.R. is divided into fifteen different republics?

____

____

4) Why do you think all children in the Soviet Union are compelled to learn the Russian language, even if it is not their native language?

____

____

5) Why did Vladimir decide that the Russians needed a new religion? How did he go about finding one? Which one did he adopt and why?

____

____

____

6) What is the name of Constantinople today? In what country is it? What is the religion of most of the people there today?

7) About what year did Leif Erickson discover America? Was this before or after the Slavs were conquered by the Norsemen?

8) Why was it so easy for the Norsemen to take over the Slavs?

9) Why is Kiev called "the mother of Russian cities"? Where is Kiev?

10) What were the religious beliefs of the early Slavs and Norsemen?

11) What was happening in Russia during the time of Columbus? What dat do you remember in connection with Columbus?

12) Explain why the people of the Soviet Union are a mixture of Slavic, Nordic, Middle Eastern and Asiatic strains.

13) What are some ways by which Ivan the Terrible earned his name?

14) How did Russia acquire Siberia?

15) When was the Industrial Revolution? What happened in Western Europe and North America during that period? What happened in Russia during this time?

16) What do you think are some of the reasons that Peter the Great's efforts to bring Western civilization to Russia were just a "drop in the bucket?"

17) Just how far east did Russia extend her power during the time of Peter the Great?

18) What did Catherine the Great succeed in doing for Russian power that Peter had failed to do?

19) What was happening in America during the time of Peter the Great? During the time of Catherine the Great?

20) Why was the condition of the serfs not improved when they were freed in 1861?

21) What does the sentence "Thus the totalitarian rule of the Communists replaced the totalitarian rule of the Czars" mean?

22) In what ways did Khrushchev's and Stalin's methods differ?

23) In what ways, if any, did their aims differ?

STUDY QUESTIONS FOR USE WITH THE FILMSTRIP

"THIS IS RUSSIA TODAY"

Part I

1) What is the capital city? ____________________

2) Where is the government housed? ____________________

3) How are churches used today? ____________________

4) What is the population? ____________________

5) Where is Lenin's tomb? ____________________

6) Who were the Communist dictators of Russia before Khrushchev?

____

7) When were visitors from the free world admitted to Russia? __________

8) How long did Stalin rule? __________ Dates? __________

9) What is Gum? ____________________

10) Which countries have become Communistic since Khrushchev became premier?

____

11) Which nation failed in the attempt to regain its independence? ______

12) What makes Communism in Cuba so dangerous? __________

____

13) How much of the world's population is ruled by Communism? ______

____

14) How much of Russia can the tourist see? __________

____

15) Why are the Communists eager to show Moscow University to tourists?

____

16) Name three basic freedoms absent in Russia. ______________

____

17) What is unusual about Zagorsk? ______________________

____

18) What is the main item of diet in Russia? ________________

19) What other foods are available? ______________________

20) Explain the difficulties of shopping for food in Russia. ________

____

____

21) Why is housing such a problem? ______________________

____

22) Why is it ironic for Russian women to think slacks unladylike? _____

____

23) On what basis are careers followed in Russia? ______________

____

24) What remaining evidence of capitalism appears on the city streets of Russia?

____

25) Relate the reign of Catherine the Great to American history. ________

____

26) Where do Russian adults vacation? ______________________

______________ Children? ______________________

27) What is the major purpose of the Pioneer camps? ____________________

____

28) What is a kindergarten teacher's primary duty? ____________________

29) When do children begin kindergarten? ____________________

30) How long is the school day? ____________________

31) What is the name of the Moscow Opera House? ____________________

32) What limit is placed on Soviet artists? ____________________

33) What is unusual about the Moscow subway? ____________________

____

____

34) Explain the word "regimentation". ____________________

____

Part II

1) What is the difference to the Russian mind between fun and "physical culture"?

____

2) What was the 1917 literacy rate? ____________________

3) What is the duration of compulsory education? ____________________

4) What is the one means of personal advancement? ____________________

5) How many students get this opportunity? ____________________

6) When do children enter first grade? ____________________

7) How often do they get report cards? ____________________

8) What are the homework rates? ____________________

____

2

9) How many elementary students go on to high school? ______________

10) Why are labor courses part of the high school curriculum? ___________

____

11) What special privileges accrue to the university student? ____________

____

12) When do Russian students begin foreign language study? ____________

____

13) Why is science so important to the Russians? ____________________

____

14) How is the high school different from ours in its course of study?_____

____

15) What space firsts are credited to Russia? _________________________

____

16) How are extracurricular activities organized in Russia? ______________

____

17) How is education of those talented in fine arts handled? ____________

____

18) What special advantage have athletes in the Soviet Union? __________

____

19) What everyday U.S. commodities are promised in the future to hardworking Soviet citizens?

____

____

20) In what areas is Communism attempting to show superiority? ________

____

21) What three things constitute our strength as democratic Americans?

____

____

____

Review your notes and summarize what you feel you have learned about Russia. Following the summary, list for further study any questions you have about life in Russia today.

Studying the History of Russia

II. STUDYING THE HISTORY OF RUSSIA

CHRONOLOGICAL OUTLINE OF RUSSIAN HISTORY

Date	
600-700	Slavic settlement of and migration from central Europe
862	Founding of the Russian state under Rurik
882	Establishment of Kiev as the Russian capital
988	Conversion of the Russians to Christianity under Vladimir I
1019-1054	Reign of Yaroslav the Wise
1147	Founding of Moscow
1223	Tartar invasion and conquest
1480	Overthrow of the Tartar rule by Ivan III the Great
1533-1584	Reign of Ivan IV the Terrible
1581	First expedition by Yermak into Siberia
1613	Crowning of Michael Romanov as Czar
1667	Poland cedes the eastern Ukraine to Russia
1682-1725	Peter the Great, Czar of Russia
1762-1796	Catherine the Great, Czarina of Russia
1772	Addition of western Ukraine and Belorussia: first partition of Poland
1772-1774	Peasant revolt led by Pugachev
1792	Crimea, last Tartar principality, acquired by Russia
1801-1812	Russia's involvement in world affairs prior to the Napoleonic invasion
1812	Napoleon's invasion of Russia
1825	The Decembrist Revolution

Date	
1854-1856	Crimean War
1855-1881	Reign of Alexander II
1861	Emancipation of the serfs by Alexander II
1861-1864	Liberal reforms follow emancipation
1864-1884	Russian expansion in central Asia
1867	Russia sells Alaska to the United States
1877-1878	Russo-Turkish War
1881	Alexander II assassinated
1881-1894	Reign of Alexander III
1891-1903	Construction of Trans-Siberian Railroad
1898	Founding of the Social Democratic Party
1904-1905	Russo-Japanese War
1905	The 1905 Revolution
1906	Meeting of the first Duma
1914-1917	World War I
1917	The Bolshevik Revolution
1918	Treaty of Brest-Litovsk
1918-1920	Civil War, counter-revolution, and intervention
1919	Founding of the Communist International
1921	Introduction of the New Economic Policy
1924	Lenin's Death
1927	Trotsky expelled from the Communist Party

Date	
1928-1932	First Five-Year Plan
1929	Beginning of the intensive collectivization of farms
1933-1937	Second Five-Year Plan
1933	United States recognizes the U.S.S.R.
1936	Russian Constitution
1934-1938	Stalin's purges
1939-1940	Russo-German relations
1941	German invasion and Russia's entrance into World War II
1945	End of World War II
1948	Communist governments established in Czechoslovakia and Yugoslavia
1948-1949	Blockade of West Berlin by the Russians
1950-1953	The Korean War
1953	Stalin's death; Malenkov becomes Premier
1955	Malenkov resigns; Bulganin Premier; Rise of Khrushchev
1956	Independence efforts in Poland and Hungary
1957	Russia first with satellite in space
1963	Nuclear Test Ban Treaty
1963	Open rift between the Communist giants: China and the U.S.S.R.
1964	Communist China exploded its first atomic bomb (test).
1964	Khrushchev ousted as the Soviet Union's Communist chief and premier.

RESOURCES FOR THE CHRONOLOGICAL DEVELOPMENT OF RUSSIAN HISTORY

These resources for the chronological development of Russian history include references to textbooks, library books, and general works on the subject, and synopses of phases of Russian history listed in the Chronological Outline.

References are listed in one of three ways. If no symbol appears before a reference, it is probably available at your school in quantity. An asterisk (*) before a reference means that you may borrow two copies from the Curriculum Library, Education Center. If a number symbol (#) appears before a reference, this book may be obtained from your school librarian.

The bulk of this section consists of an elaboration of various highlights in the history of Russia, which were listed in the previous outline. The purpose of this detailed presentation is to provide the teacher the kind of material that may appeal to the curiosity of the academically-talented seventh grader.

The survey includes much factual material such as the names of rulers, backgrounds of wars, summaries of the programs of some rulers, and a description of the course of certain events such as purge trials and the Napoleonic invasion of Russia--all as the consensus of historians regard these events.

In dealing with several controversial areas, a variety of views held by historians is presented in an attempt to offer a balanced statement that reflects the range of opinion. The Limited Nuclear Test Ban Treaty exemplifies the group of controversial subjects. A balanced view about it springs from understanding and respect of the belief of many that the treaty tends to reduce the likelihood of nuclear war, halts contamination of the atmosphere, and is a significant beginning in attempts to compromise issues in the Cold War. Others disagree with these views, urging that the United States is behind in the testing of high-yield nuclear weapons and anti-missile experimentation, and hence is militarily weakened by the treaty. The opponents of the treaty also point to the repeated repudiation of treaty obligations by the Soviet Union and the unwavering determination of Soviet leaders to destroy capitalism. Advocates of the treaty, on the other hand, point out that clandestine testing of nuclear weapons by the Russians, in violation of the terms of the treaty, would be immediately detected by American scientists.

In any case, all of this is illustrative of the point that controversial subjects should always be presented with honesty and balance.

The teacher may find in a number of college textbooks on the history of civilization (located in the 900 section of the library) material similar to that which is presented in this section of this guide. The common element in all of these treatments is the judicious but not overwhelming use of detail, so that there is enough in the treatment of specific subjects to make the teacher feel comfortable, even to provide him a reservoir of facts from which to lecture if he chooses, and yet he is not inundated with minutiae. A number of these histories are listed in the general bibliography.

Date

600-700 Slavic settlement of and migration from Central Europe

References:
1. Filmstrip History of Russia Part I, Slides 25-26
2. Neighbors Across the Seas, p. 120
3. Eastern Lands section 116
4. Soviet Union (Fideler p. 34)
*5. The Changing Old World, pp. 221-222
#6. Your World and Mine, p. 292
#7. Living Together as World Neighbors, p. 211
#8. Slavic Peoples

862 Founding of the Russian State under Rurik

References:
1. Filmstrip History of Russia Part I, Slides 27-30
2. Neighbors Across the Seas, pp. 120-121
3. Eastern Lands section 116
4. The Old World and Its Gifts, p. 428
5. Soviet Union (Fideler p. 35)
* 6. Exploring the Old World, p. 287
* 7. The Changing Old World, pp. 220; 222-223
# 8. Your World and Mine, p. 292
# 9. Living Together as World Neighbors, p. 211
#10. Slavic Peoples, p. 86
#11. Soviet Union in Maps, p. 1
12. A Picturesque Tale of Progress, Explorations, Vol. 7 The Book House for Children, Chicago (available in the Elementary Library)
#13. Russia Under the Czars, pp. 29-31

* One or more copies may be borrowed from the Curriculum Library.

# These books may be obtained from the Junior High School Librarians.

882 Establishment of Kiev as the Russian Capital

References:
1. Filmstrip History of Russia, Part I, Slides 30-31

Possession of Kiev was important to the Viking administrators for several reasons. Its location on the border of the forest and steppe region and at the mid-point of the Dnieper River, the major north-south waterway, made it strategic economically. In addition, it was independent of the weather conditions of the Baltic Sea.

Historically, its position relatively near Constantinople was the basis for the Byzantine influence on Russian culture, including the introduction of Orthodox Christianity.

988 Conversion of Russians to Christianity under Vladimir I

References:
1. Filmstrip History of Russia Part I, Slides 32-44
2. Soviet Union (Fideler p. 35)
*3. The Changing Old World, pp. 223-224
#4. Living Together as World Neighbors, p. 211
#5. Russia Under the Czars, p. 39

Vladimir I (980-1015) according to legend, sent ambassadors to study the religious practices of Jews, Roman Catholics, and Mohammedans, before accepting for himself and Russia the Orthodox faith as practices in Constantinople.

His choice of this religion was undoubtedly influenced by the fact that there were political advantages to be gained from such a spiritual link. Following the pattern set by the emperors of the East, Vladimir claimed supreme authority over the church and even encouraged the autonomy of the Russian church from the Patriarch in Constantinople. This position was to be part of the historical basis for the later claim to the title czar (derived from Caesar).

Christianity was accepted with relatively little difficulty probably because of the absence of a strong prior faith. The religious culture had consisted only of worshipping such elements of nature as light, thunder, wind, etc.

1019-1054 Reign of Yaroslav the Wise

References:
#1. Russia Under the Czars, p. 39

Yaroslav was known as a patron of the arts and a protector of the Church. Under his guidance, the cultural and political development of Russia, as represented by life at Kiev, reached its highest point.

The development of the Russian Orthodox Church organization was perhaps the most important feature of this period. The nationalism of the Russian church and its subservience to the will of the Czars was one of the chief causes of the isolation of Russia from Western Europe.

Listed below are a few examples of the differences between the Eastern and Western Churches, which were to culminate in 1054 with the excommunication of the Patriarch of Constantinople by the Pope in Rome.

East	West
Supervised by the Byzantine emperor	Under strong Pope; freer of state control
Used icons in worship service	Used statues in worship service
Clergy, particularly at parish level, marry	All clergy celibate
Predominantly philosophical and quiescent	Predominantly legalistic and energetic

1147 Founding of Moscow

References:
#1. Slavic Peoples, p. 96
#2. Soviet Union in Maps, p. 2

Prior to the founding of Moscow, the country had undergone a period of internal upheaval which led to increasing sectional independence and a weakening of the centralized imperial government at Kiev. As a result, each section had to seek its own advantage since the rulers were no longer able to defend the trade routes, negotiate trade treaties with foreign governments, or resolve the internal fighting.

1147 (Continued)

Society developed into a typical medieval caste system comprised of: descendants of ruling houses, guardsmen of the ruling houses, lesser nobility of small landowners, burghers of the towns, and peasants. The peasant class was even further stratified into those who were free, indentured, or enslaved.

As in medieval Europe, what civil order and security there was existed only within the walls of the individual towns. Kiev, depopulated and impoverished by sackings and repeated wars as well as by the movement of trade toward the west, became only one of the many such towns. Her loss of prestige promoted emigration westward into Galicia and northeastward to the upper Volga and MOSCOW.

1223 Tartar invasion 1223 under Genghis Khan and conquest 1235 under Batu Khan

References:

#1. Filmstrip History of Russia Part I, Slides 45-49
2. World Ways, p. 201
3. Neighbors Across the Seas, p. 121 ff.
4. Eastern Lands section 116
5. The Old World and Its Gifts, p. 428
6. Soviet Union (Fideler p. 35)
*7. Exploring the Old World, p. 287
*8. The Changing Old World, pp. 224-226
#9. Your World and Mine, p. 292
#10. Living Together as World Neighbors, pp. 211-214
#11. Slavic Peoples, pp. 290-291; 297
#12. Russia Under the Czars, pp. 43-51

1480 Overthrow of Tartar rule by Ivan the Great (III)

References:

1. Filmstrip History of Russia Part I, Slides 50-56
2. The Old World and Its Gifts, p. 428
*3. The Changing Old World, pp. 228
*4. Living Together as World Neighbors, pp. 213-214
#5. Slavic Peoples, p. 97
#6. Soviet Union in Maps, p. 2

1480 (Continued)

Feudalism was increasing in Russia as it decreased in western Europe. Russia's landowning class claimed from the peasants part of their crops and labor.

Although it was still legal for the peasants to move at will, the landowners were increasingly tightening their hold on the peasants through the mechanism of debt peonage. Finally the last step down into slavery was taken when a peasant sold himself into serfdom under one landlord to achieve freedom from the excessively harsh demands of another.

Ivan the Great (III) chose as his second wife, Sophia, niece of the last Byzantine emperor. She had been married to him by the Pope in Rome who hoped thus to reunite the Eastern and Western Churches. Sophia's efforts, however, bent more toward encouraging Ivan to throw off the Tartar yoke than toward a reapproachment with the Western Church. Because Constantinople had fallen to the Turks (1453), she supported Ivan's claim to the title Czar (Caesar) which implied supreme worldly and spiritual power. She also urged Ivan to assert his supreme control over the Russian Church, which was now independent of Byzantium.

The overthrow of the Tartars left three principalities in the south: Astrakhan, Kazan, and the Crimea. The first two were to fall to Ivan the Terrible (IV) in 1554. The third, however, with Turkish support, was to remain independent until 1792 when Catherine the Great acquired it from Turkey.

1547 Crowning of Ivan the Terrible (IV) as "Czar of all the Russias"

References:
1. Filmstrip History of Russia Part I, Slides 57-60
2. Filmstrip This is Russia Today Part I, Slide 32
3. World Ways, pp. 199-200
4. Neighbors Across the Seas, pp. 121-122
5. Eastern Lands section 116
6. Soviet Union (Fideler pp. 36-37)
*7. The Changing Old World, pp. 228-229
#8. Your World and Mine, p. 292
#9. Living Together as World Neighbors, pp. 213-214
#10. Slavic Peoples, p. 98
#11. Russia Under the Czars, pp. 52-63

1581 First expedition by Yermak into Siberia

References:
1. Filmstrip History of Russia Part I, Slides 65-67
*2. The Changing Old World, pp. 237

Siberia was not an unknown region to the Russians. It had been penetrated by traders from Novgorod as early as the eleventh century, and by missionaries to China. Using its tremendous inland waterways, the cossacks established a route from the Ural Mountains to the Lena River.

Yermak made use of this route to conquer the city of Sibir. It was from this city that the whole area was to take its name. From here he established trade connections with the tribes of western Siberia and central Asia.

Though Yermak died three years later, the exploration and settlement of Siberia continued:

1587	Tobolsk founded
1618	Upper Yenisei
1628	Upper Lena
1632	Jakutsk founded
1637	Pacific reached
1644	Amur River
1644	Mouth of Kolima River on Arctic Ocean
1648	Okhotsk founded

1613 Crowning of Michael Romanov as Czar

References:
1. Soviet Union (Fideler p. 37)
#2. Russia Under the Czars, pp. 65-70; 71

Feodor I, son of Ivan the Terrible, died in 1598 ending the Rurik dynasty. His death opened the way for a power struggle which was to begin with the proclamation of Boris Godunov as Czar and to continue through periods of internal upheaval and foreign invasion until 1613.

Michael Romanov was a member of the high nobility, a relative of Ivan IV's first wife, and acceptable to the service nobility and the peasants. His appointment as Czar put an end to disorder and began the Romanov dynasty which was to rule Russia until 1917.

The rule of the first three men of this name was marked by an almost uninterrupted chain of revolutionary outbreaks. The greatest of these, 1667-71, was led by a cossack, Stenka Razin sometimes called the "Robin Hood of Russia." It was directed against the wealthy landowners and had for its goal the liberation of the peasants. Repeated avowals of fidelity to the czar did not protect the cossacks from governmental reprisals when their actions became so gross as to alienate even the peasants for whom they were fighting.

1667 Poland ceded Eastern Ukraine to Russia

In the midst of the Tartar period (1320) the Ukraine including Kiev, had fallen under the rule of Lithuania. Later (1386), a union between Lithuania and Poland caused religious disturbances to arise between Roman Catholic Poland and the Orthodox Ukraine. These caused the Ukranians to seek support from Orthodox Russia, and a continuing struggle between Russia and Poland for the possession of the Ukraine ensued.

To avoid the instability of a war-prone region, some pioneers organized themselves into bands and moved into the deserted eastern region of the Ukraine to resettle it. They agreed to recognize and support Poland's claim to that area in return for guarantees of personal and religious freedom and of political autonomy.

Toward the of the 16th century, Poland introduced serfdom into the eastern Ukraine by granting land to Polish noblemen in return for military service in the war against Russia. At the same time, a punitive expedition was sent against the cossacks of that region. In addition, in an effort to sever Ukranian religious ties with Russia, the Orthodox Church was made, by decree, subservient to Rome.

These three steps revived the struggle for autonomy in the Ukraine, and from 1604-1620 the cossacks led in a movement to abrogate all three. A see-saw battle continued between Poland and the cossacks until 1649. In 1654 the cossack leader offered to transfer allegiance to Russia. The warfare which followed the Czar's acceptance ended in a peace treaty between Poland and Russia which divided the Ukraine between them, giving the east and Kiev to the Russians.

1682-1725 Peter the Great became Czar of Russia

References:
1. Filmstrip History of Russia Part I, Slides 70-81
2. Eastern Lands, section 116
3. The Old World and Its Gifts, pp. 428-429
4. Soviet Union (Fideler pp. 38-39)
*5. Exploring the Old World pp. 287-289
*6. The Changing Old World pp. 231-233
#7. Your World and Mine p. 292
#8. Living Together as World Neighbors, pp. 214-215
9. Peter the Great - Real People Series
#10. Slavic Peoples p. 98
#11. Soviet Union in Maps p. 3
#12. Russia Under the Czars, pp. 72-93

1762-1796 Catherine the Great, Czarina of Russia

References:
1. Filmstrip History of Russia Part I, Slide 82
2. Filmstrip History of Russia Part II, Slide 4
3. Filmstrip Russia Today Part I, Slide 57
4. Eastern Lands section 116
5. The Old World and Its Gifts p. 429
6. Soviet Union (Fideler p. 39-40)
*7. Exploring the Old World p. 289
#8. Living Together as World Neighbors, p. 215
#9. Slavic Peoples p. 98
#10. Russia Under the Czars, pp. 96-107

Peter III inherited the Russian throne from his Aunt Elizabeth, Czarina of Russia. (1741-1762) He issued several liberal edicts: abolishment of the secret police, tolerance of religious sects, secularization of church property, reduction of salt prices and relieving the gentry of obligatory service. However, his repeated seizures of insanity prompted his wife Catherine, to overthrow him and to seize control of the government. A few days later, Peter was murdered and Catherine became Czarina of Russia.

1772-1773 Addition of Western Ukraine and Belorussia through the partitions of Poland

The struggles of Poland over the succession to the throne offered Russia the opportunity to intervene on the old basis of protection

1772-1773 (Continued)

of the rights of co-religionists. One of Catherine's lovers was elected king, but was unable to develop internal reforms because the Russian troops who remained in Poland supported Catherine's aims as expressed by the ambassador in Warsaw. As a result a three-sided power struggle developed between the upper nobility, the lower gentry, who sided with Catherine, and a peasantry more oppressed than any other in Europe. It ended with a cancellation of all reforms except religious tolerance. Russia did reserve her right to interfere in Polish internal affairs to protect Orthodox Christians living in that Roman Catholic country.

Prussia sponsored the first partition of Poland in order to connect its outlying possessions to Brandenburg. Because of her simultaneous concern with the Turkish war and the Pugachev revolt, Russia signed the Treaty of 1772 thereby gaining most of White Russia, which had been previously annexed by Poland's partner, Lithuania.

The Treaty of 1793 was proposed by Catherine following a second intervention in Polish internal affairs. By it Russia gained most of Lithuania and the rest of White Russia. In addition, Russia gained control of Poland's foreign policy and military forces.

A third partition, 1794, gave Russia Poland's Baltic Coast.

1772-1774 Peasant revolt led by Pugachev

This revolt was led by the cossacks seeking redress of their own grievances rather than those of the peasants. They took advantage of the war between Russia and Turkey and sought popular support by spreading rumors that Peter III had not died but had reappeared. Peasant support was also enlisted by promises of emancipation from serfdom, religious freedom, and abolishment of military service.

The revolt was not a success militarily and was put down when the war with Turkey ended, thus freeing enough troops to cope with the problem.

1792 Crimea, last Tartar principality acquired by Russia

By the Treaty of Belgrade (1739) following a war with Turkey in which Russia had had Austrian support, Russia gained control of the Black Sea coast from the mouth of the Don River to the Bug River on the condition that she would not build military installations nor keep a navy on the Black Sea.

In a second war over the Turko-Polish border, Russia conquered the rest of the Black Sea coast from the Bug River to the Caucasus Mountains including the Crimea. The Treaty of Kuchuk Kainardji (1774) established Russia's right to this territory, except for the Crimea, which was set up as an autonomous Tartar State. The treaty further reaffirmed the right of Russia to protect the Moldavian Christians, thereby giving her an excuse to interfere in Turkish internal affairs.

In 1783 Russia illegally annexed the Crimea and started the construction of a Black Sea fleet. With these acts as an excuse, Turkey again went to war with Russia and was again defeated. The ensuing Treaty of Jassy in 1792 recognized Russia's claim to the Crimea and to territories extending to the Dniester River.

1801-1812 Russia's involvement in world affairs prior to the Napoleonic invasion

In 1801 the territory of Georgia, located in the Caucasus, was added to the Russian domain when it yielded to the attack of Paul I's remodeled army.

Following Paul's death, his son Alexander I, revoked the existing French alliance, and canceled plans for the invasion of India. Later, fearing the extent of Napoleon's ambitions, Russia chose to ally herself with England. When Austria joined this alliance in 1805, a combined army was sent to central Europe to fight Napoleon. Under the command of Alexander, it engaged in the Battle of Austerlitz and was defeated. Russia, because of its distance from the front, escaped the fate of her ally, Austria, who had to sue for peace.

After Napoleon had conquered Berlin, Alexander allied his country with Prussia. Again the combined armies were defeated at the Battle of Friedland in 1807. Napoleon's generous treatment of the defeated Alexander prompted the latter to conclude the Peace of Tilsit. By its terms, the parts of Poland claimed by

1801-1812 (Continued)

Prussia in the partitions of 1792 and 1795 were restored and Poland was reconstituted as a sovereign nation. In addition, the peace treaty was expanded into an alliance whereby Russia joined her former enemy, Napoleon, in an economic war against England. Accepting a place in Napoleon's "Continental System," Russia closed her ports to British shipping.

In practice, France proved unable to substitute for England as a market for Russian exports. Therefore, the connivance of Russian officials in subverting the terms of the alliance was not unexpected. Neither was the absence of Russian support for Napoleon's renewed attack on Austria unexpected in view both of economic strain between these allies and of Russia's current wars with Sweden and Turkey.

All of these factors influenced Napoleon's decision to invade Russia. In preparation for the invasion, he withdrew his troops from Spain and collected others from Prussia, Austria, and the other satellites.

Russia responded to this threat by ending her wars with Sweden and Turkey. The Treaty of Frederikshaun (1809) by which Sweden gave Russia all of Finland and the promise of military aid against Napoleon. The Treaty of Bucharest 1812 with Turkey extended Russia's borders westward along the north shore of the Black Sea to the Pruth River in Bessarabia. It also guaranteed Russia's right to interfere in Turkish internal affairs to protect the Orthodox Christians living in the Ottoman Empire.

1812-1815 Napoleonic Invasion of Russia

References:
1. Eastern Lands section 116
2. Soviet Union (Fideler p. 41)
#3. Slavic Peoples p. 99
4. Richard Haliburton, First Book of Marvels, ch. 29
#5. Russia Under the Czars, pp. 16-25

Napoleon declared war on Russia in June 1812, and launched his 650,000-men army in an attack directed in a line from Vilna to Smolensk to Moscow. In addition to the obvious difficulty of distance, he faced the problems of bad weather,

1812-1815 (Continued)

poor discipline and desertion among the troops, and the breakdown of his supply line.

These problems and the scorched earth policy of the Russians retreating before the French advance did not prevent the capture of Moscow in September 1812. They did, however, prevent the single smashing military blow Napoleon had hoped would cause the Russian capitulation. Instead, with only a quarter of his army left, Napoleon found the city first stripped of all money, food, horses, and vehicles, and later burned in a fire from which only the Kremlin and St. Basil's Cathedral escaped.

Fearing the reaction in Europe, Napoleon failed to gain the popular support in Russia that emancipation of the serfs might have provided. He found, rather, a populace rallied by the church in a holy war against the invader.

Lacking shelter and supplies with which to face the bitter Russian winter, Napoleon began his retreat from Moscow in October. He had hoped to go south to avoid the cold weather and the land stripped by the Russian's scorched earth policy, but the Russian general, Kutozov, defeated him in a battle and forced the retreat to proceed along the old Vilna-Smolensk-Moscow line. His army, constantly harassed by guerrilla action of the parallel-marching Russian army, was virtually destroyed between the crossing of the Berezina River and Vilna.

With the final defeat of Napoleon in Europe, Russia was given all of Poland by the Congress of Vienna 1815.

1825 The Decembrist Revolution

References:

#1. Russia Under the Czars, pp. 109-119

The Russian masses did not receive the benefits of the reforms which the French Revolution had inspired throughout the rest of Europe. The reign of Alexander I, 1815-1825 kept holding out hope of liberal reforms which never materialized. Thus Alexander's death was the signal for revolution.

1825 (Continued)

Groups of liberals who had formed themselves into secret societies chose the moment of Alexander's death and the confusion over who was to succeed him, as opportune for revolution. Their goals of abolishing autocracy and freeing the serfs failed, not because the need for them was unrecognized, but rather because the societies' preparation for open revolt was inadequate.

The result of the revolution was to reinforce the opposition of Czar Nicholas I (1825-1855) to any attempts at liberal reform. Emancipation of the serfs was postponed, although some relief for them was provided by legislation prohibiting their transfer to the mines and their being rented out to owners of land or factories who had no right to hold serfs of their own. Other legislation provided for care of the needy, and for a census which limited the amount of land and dues each peasant was required to pay the landlord.

1854-1856 Crimean War

References:
1. Eastern Lands section 117
2. Soviet Union (Fideler) p. 41

Bound together by economic ties and mutually fearful of Russia's territorial ambitions, Britain, France and Turkey united in a war against Russia. Their invasion of the Crimea and the subsequent defeat of both the Russian army and navy forced Russia to assume a secondary role in European affairs causing her to turn her attention to the East.

The Treaty of Paris which concluded the war contained the following provisions: Russia was forbidden to rebuild her Black Sea naval base at Sevastopol. It had been destroyed in a siege lasting from October 1854 to September 1855. The most noteworthy points of this siege were the victory at Balaclava which inspired Tennyson's "Charge of the Light Brigade", and the notable efforts of Florence Nightingale to provide medical aid for the troops. Russia was deprived of territory in Bessarabia, of control of the Danube delta, and of the right to protect Christians living in the Ottoman Empire. In addition, the treaty closed the Bosporus and the Dardanelles to warships of all nations, although a

1854-1856 (Continued)

secret treaty between Turkey, Britain, Austria, and France actually excluded only Russian warships from access to the Mediterranean.

1858-1860 Emancipation of Serfs by Alexander II

References:

1. Filmstrip History of Russia Part I, Slides 61-64
2. Filmstrip History of Russia Part II, Slides 5-7
3. World Ways, pp. 309-315
4. Eastern Lands section 116
5. Soviet Union (Fideler) p. 43

*6. Exploring the Old World, p. 289
*7. The Changing Old World, pp. 233-236
#8. Your World and Mine, p. 293
#9. Slavic Peoples, p. 101
#10. Russia Under the Czars, pp. 120-124

February 19, 1861, the Emancipation Proclamation was signed, freeing twenty-two and one-half million landowner's serfs. In addition to his freedom, the serf was given a land allotment for which he was required to repay the government. With the mutual consent of landowner and serf, the land allotment could be reduced to one-fourth legal size, in which case the peasant was free of redemption payments and service.

The program, as might be expected, was not totally successful. Full citizenship had not been granted the serfs, and for fifty years more, the community to which a peasant belonged was to regulate his economic life.

State and court peasants were not freed until 1863.

1862-1864 Liberal reforms follow emancipation

In 1862, the first liberal legislation provided for a state bank, regular budget and government-collected taxes. This was a change from the assignment of this task to private financiers, and was perhaps necessitated by the addition of the emancipated serfs to the tax rolls.

Next, a reform of the educational system was undertaken, and in 1863 popular education was extended, including the admission of women to secondary schools and universities.

1862-1864 (Continued)

Perhaps most important of all were the judicial reforms of 1864. By their terms equality before the law was decreed, a limited jury system in the courts was introduced, special district courts and justices of the peace were established to handle peasant problems and minor offenses, and the whole legal process of trial action was speeded up.

Also in 1864 a form of local self-government was instituted. Delegates from the landowners, village communities, and townspeople were elected to assemblies which dealt on the local level with education, welfare, health, communication, industry and state and local taxation.

Thus it would appear that, at least on paper, a change was taking place in Russia. The continued revolutionary activity can be attributed only to the delay in giving practical effect to these actions.

1864-1884 Russian expansion in central Asia

Expansion to the west frustrated by defeat in the Crimean War, Russia renewed her interest in the area southeast of Lake Aral which was rich in raw materials for her growing industries. She seized the cities of Tashkent in 1865, Bokhara in 1866, Samarkand in 1868, Khiva in 1873, and Kokand in 1876. In 1881 Geok-Tepe was taken and Turkomania added to the empire. When Merv fell to the Russians in 1884 opening the way for an attack on Herat, Afghanistan and possibly India, the British negotiated a treaty limiting the Russian advance to the northern border of Afghanistan.

Cementing her position in Turkestan with the reconstruction of its economy including the extension of the Transcaspian Railroad to Samarkand and Tashkent, Russia then turned to the task of dominating Persia by economic conquest.

1867 Russia sells Alaska to the United States

References:
1. Filmstrip History of Russia Part I, Slides 66-68
2. Soviet Union (Fideler) p 41
#3. Living Together as World Neighbors, p 214

1867 (Continued)

Once again the Crimean War, although by agreement of the combatants not extended to North America, was to prove the stimulus for Russian territorial negotiation. This time it was to be a sale of land rather than further conquest. The long history of strained Anglo-Russian relations made defense of Alaska an economic burden. Furthermore, the achievement of political and commercial agreement with the United States might have been threatened by continued Russian possession of Alaska, especially in the face of the tremendous westward migration of the American people.

The sale price, considered adequate by the Russians and exorbitant by the Americans, of $7,200,000, was accepted, and relatively friendly relations continued between the two nations.

1877-1878 Russo-Turkish War

Reference:
1. Eastern Lands section 117

The background for this conflict lies in Russia's unremitting desire for control of the straits. The first step toward open conflict was taken in 1870 when Russia repudiated the clause in the Treaty of Paris which banned the maintenance of warships on the Black Sea. Next she began to reclaim the parts of Bessarabia ceded to the Turks in the same treaty.

Assuming her continuing role as protector of the Christians within the Ottoman Empire, Russia took the opportunity afforded by the 1875-1876 revolts in the Balkans to demand reforms in their favor. When Turkey remained adamant, war was declared which saw Russian troops at the gates of Constantinople. However, rather than expend the costly effort necessary to capture the city, and rather than risk intervention by the British whose fleet was stationed in the Sea of Marmora, the Russians concluded the Peace of San Stephano (1878). By it, Turkey was forced to recognize the independence of the Slavic nations in the Balkans, and Bulgaria was created as a Russian protectorate thereby giving Russia a port on the Aegean Sea.

1877-1878 (Continued)

This treaty, however, never went into effect. Britain, by threatening war succeeded in having the treaty revised. The Congress of Berlin (1878) redrew the boundaries of the Christian states and reduced Bulgaria so effectively that Russia lost her port on the Aegean. In addition, the straits were once again closed to all non-Turkish warships.

1881 Alexander II assassinated

Twenty years of reforms which failed to keep pace with the needs of the people left Russia with a socially conscious group who were convinced that only revolution would secure for the individual material well-being and security. Even this group was divided about what needed to be done and how to accomplish it. The Populists sought to discover the needs of the people and to inspire them with enough revolutionary spirit to accomplish these goals. The Nihilists aimed to free the individual completely from family, church, and state obligations. In order to do this they proposed to destroy the existing society by acts of terror.

The terrorist activities began in 1878 with the murder of the chief of the secret police. In 1879, the governor-general of Kharkov was murdered. During 1879-80 three unsuccessful attempts were made on the life of Alexander II. Then, in March 1881, the terrorists succeeded in assassinating the Czar.

1881-1894 Reign of Alexander III

Reference:

#1. Russia Under the Czars, pp. 124-125

The assassination of Alexander II put a stop to the efforts for political reform. His son, Alexander III, returned to the old system in which autocracy, orthodoxy and nationalism were the watchwords. Censorship was revived, and the 1864 local units of self-government were deprived of their representative aspects and incorporated into a national civil service. Also, persecution of the Jews was increased.

1881-1894 (Continued)

Social and economic gains were not as adversely affected as the political ones. The peasants' redemption payments were reduced in 1882, and their portion of the tax burden was somewhat equalized by the introduction of a tax on the inheritance of wealthy landowners. Further, between 1883 and 1886, the poll tax was abolished. In the field of industry, child labor was regulated, a limit was placed on night work for women, payment in kind rather than cash was forbidden, and the compulsory education of minors working in factories was provided for.

1891-(1903) Construction of the Trans-Siberian Railroad

Reference:
*1. The Changing Old World p. 238

The first step towards the accomplishment of this mammoth undertaking was made in 1884, when a railroad was built across the Urals in order to connect the Volga and Ob basins. Success on this project encouraged the extension of construction to Irkutsk in 1898. The hardest section to build linked Irkutsk and Vladivostok. Upon its completion in 1903, the Trans-Siberian railroad stretched 5500 miles from western Russia to the Pacific Ocean.

1898 Founding of the Social Democratic Party

The Social Democratic Party was organized in 1898. As a party its political ideals were equality before the law, freedom of the press, and civil liberties, but it concentrated its efforts on economic goals such as higher wages, shorter hours, and better working conditions. Under the party's direction, strikes were organized and workers unionized.

Handicaps to this labor movement were the relatively small number of industrial workers and the peasant aversion to anything new. In addition, the entire socialist movement was divided from within. The majority, the Bolshevists under Lenin, seceded in 1903, leaving the minority, Menshevists, to attempt, through evolutionary and parliamentary means, the realization of socialistic goals.

1904-1905 Russo-Japanese War

Reference:
1. Eastern Lands section 117

One of the sources of Japanese enmity toward Russia in the Far East, particularly in China, was the progressing construction of the Trans-Siberian railroad. Another, was the twenty-five year lease, signed in 1898, which gave the Russians control of Port Arthur. The climax of strained relations occurred in 1900 when Russia occupied Mukden during the Boxer Rebellion and then, not only failed to evacuate the city, but instead made it into an important railroad and commercial center. This deprived Japan of access to an area she considered vital to her interests. Therefore, Japan, allied with England and, representing the interests of France and Austria as well, attacked Russia in 1904.

Russia, having lost in the course of the war both Port Arthur and most of her Baltic fleet, was forced to accept the mediation of President Theodore Roosevelt. The peace, concluded at Portsmouth, New Hampshire, in 1905, by means of this mediation, cost Russia Port Arthur, half of Sakhalin Island, and fishing rights for the Japanese in Russian waters. However, Russia did not have to pay any indemnity nor give up her railroad line through Manchuria. This treaty marked the conclusion of Russian expansion in the Far East for a time.

1905 The 1905 Revolution

References:
1. Soviet Union (Fideler) p. 43-44
#2. First Book of the Soviet Union, pp 20-21
#3. Russia Under the Czars, pp 126-145

In 1894, Nicholas II (1894-1917), the last of the Romanovs, succeeded his father, Alexander III, on the Russian throne. He continued the process of trying to mate economic modernization with a maintenance of the autocratic status quo in politics. The Jews were persecuted more ruthlessly than before, and the shreds of autonomy remaining to Poland, the Baltic states, the Ukraine, Armenia, and Finland were abolished.

The increasing tension generated by the incompatibility of economic progress with political stagnation exploded into terroristic acts, including the assassination of the minister of interior in 1902, and the finance minister in 1904.

In November, taking advantage of the war with Japan, the liberals renewed their demands for popular representation and civil liberties. The demands were ignored, and the following January a procession of workers, led by Father Gapon, marched to the palace of the Czar to present a petition. Though Nicholas II was not in residence at the time, the marchers were met by rifle fire which resulted in the murder of hundreds. This event went down in history as "Bloody Sunday".

February saw the assassination of Grand Duke Sergius. It was also marked by the Czar's first concession, a promise to convene a representative assembly, or Duma, whose members would be elected from among the landowners, townsmen, and peasants. As is usual in the case of too little and too late, this concession failed in its purpose as did a second one in August, which promised popular representation and the right of the people to propose laws.

In October, a general strike was called, and the Revolution under Khrustalev and Trotsky was in full swing. Mutinies in the navy and army occurred; nationalists in Finland, the Baltic states, Poland and the Ukraine rose; the Jews supported the revolt; peasants attacked landlords and looted estates; and strikes spread throughout the country.

Compromise, in the form of a promise of basic civil liberties, and regular popular representation with some legislative power, plus promises regarding franchise rights, appeased all but the Bolsheviks. In the ensuing struggle between the Bolsheviks and the government for power, the latter, supported by France, Germany, and the army, was able to put down a renewed effort for a general strike in December. The Revolution was halted, at least for a time, and elections for the first Duma were held.

1906 Meeting of the first Duma

References:
1. Eastern Lands section 116
2. Soviet Union (Fideler) p. 44

In May, 1906, the first Duma convened. It had been elected by large and small landowners with the former having plural votes; and by the townsmen, who had been divided according to property and profession. Voting was indirect and far from universal--clergymen, students, soldiers, and nomads had no vote at all. Despite these limitations, the peasants and Constitutional Democrats gained a majority.

The representatives tried to remove the Czar's prerogatives, which included control of finances, military forces, and special legislation, in order to institute a liberal program. They called for a general amnesty, control of the budget, expropriation of landowners, factory reforms, and parliamentary ministerial responsibility. The Czar not only would not agree, but instead dissolved the assembly. However, some reforms were instituted. The peasants, who no longer had to make redemption payments for their land, were now given that land as inviolate private property. For the first time the peasant could leave his village at will yet still retain his share of property.

Elections were held for a second Duma which resulted in a more radical convention than before and suffered the same fate. The third, elected after the Czar arbitrarily changed the electoral law, was to bring for the first time a form, however limited, of representative government to Russian national political life.

1914-1917 World War I

References:
1. Filmstrip History of Russia Part II, Slide 8
2. The Old World and Its Gifts, p 430
#3. Your World and Mine, p. 293
#4. Russia Under the Czars, pp. 25-27

In the period before the war, beginning about 1907, European politics had settled into a balance of power system between the Triple Entente composed of England, France, and Russia,

1914-1917 (Continued)

and the Triple Alliance of Germany, Austria-Hungary, and Italy.

When a Serbian national assassinated the Austrian Archduke Franz Ferdinand, Austria sent an ultimatum to Serbia, and in a spirit of Pan-Slavism Russia came to Serbia's support. Since the alliances mentioned above bound the signatories to military support, a World War was the result.

The progress of the war for the Russians was disastrous. By November 1916, cooperation between the government and the people, who could not be made to realize the issues involved, was at a standstill. Bread riots, strikes, and the Mutiny of the Guards, who turned on their officers rather than fire on the rioters, persuaded the Czar to accept the advice of those who counseled abdication. A provisional government then assumed the control of the country. Hampered by the efforts of radical elements within Russia, the provisional government, while enacting liberal legislation in the field of civil rights, religious freedom, and socialistic economy, failed to act decisively and promptly in the prosecution of the war and the distribution of land to the peasants.

Thus the demand of the masses for peace and land became the springboard by which the Bolsheviks leaped to power. Following the coup which overthrew the Kerensky government, the Bolsheviks fulfilled these two promises by confiscating for redistribution large estates belonging to the state, church, and private owners, by separating themselves from the Triple Entente, and by opening negotiations for peace with Germany.

1917 The Bolshevik Revolution

References:

1. Filmstrip History of Russia Part II, Slides 9-14
2. Filmstrip This Is Russia Today Part I, Slides 4-13
3. Neighbors Across the Seas, p. 122
4. Eastern Lands section 117
5. Soviet Union (Fideler) pp. 44-45, ch. 4, and pp. 46-52

*6. Exploring the Old World, p. 290
*7. The Changing Old World, p. 240
#8. Your World and Mine, p. 293
#9. Living Together as World Neighbors, pp. 215-216

1917 (Continued)

#10. Slavic Peoples, p. 101
#11. First Book of the Soviet Union, pp. 23-44

1918 Treaty of Brest-Litovsk

References:
#1. The Meaning of Communism, pp. 71-72
#2. The First Book of the Soviet Union, p. 38

The Bolshevik government, in an attempt to consolidate its power, realized the importance of negotiating a speedy conclusion of the war with Germany. The Bolsheviks, represented by Trotsky, attained this end by signing the unfavorable terms of the Treaty of Brest-Litovsk in March. The treaty, later repudiated by the Allied forces and the U.S.S.R., called for the Russian abandonment of Poland, Lithuania, the Ukraine, the Baltic provinces, Finland, and Transcaucasia. If the treaty had been carried out, Russia would have lost 34% of her population, 32% of her agricultural land, 54% of her industries, 89% of her coal mines, and 98% of her oil fields. The treaty caused great discontent within Russia, especially among those national groups who were to be left to the mercy of the Germans as a result of its terms. This discontent was to form one of the causes of the Civil War which followed.

1918-1920 Civil War, counter-revolution, and intervention

References:
#1. The First Book of the Soviet Union, pp. 38-39
#2. The Meaning of Communism, pp. 71-74

As a result of the Treaty of Brest-Litovsk, Allied Expeditionary Forces were sent to Russia to reconstitute the eastern front in order to prevent German troops from transferring to the west. British, American, and other Allied forces found themselves in a state of war with the Bolshevik government.

As a result of the Treaty of Brest-Litovsk, democratic and monarchist forces within Russia believed that Lenin and the Bolsheviks had shown themselves to be under the control of the Germans. These forces, under the leadership of Admiral Kolchak, who assumed the title of Dictator of All Russia,

1918-1920 (Continued)

controlled much of Siberia and eastern Russia, Kolchak's Siberian White armies staged an advance against the Bolshevik Reds. The Reds, led by Trotsky, had the advantage of interior lines to defend the effective propaganda device of calling Kolchak an agent of foreign powers. They rallied support and drove Kolchak back into Siberia where he was captured and executed.

1919 Founding of the Communist International

References:
1. Filmstrip History of Russia Part II, Slides 15-17
#2. The Meaning of Communism, p. 88

During Kolchak's offensive, in March of 1919, Lenin, who had been greatly disappointed with the results of the Second International, proposed the founding of the Congress of the Third International (Comintern).

The First International was formed in 1864, and was called by Karl Marx on behalf of the cause of Marxian Socialism. The Second International, in 1889, possessed no central authority and failed due to divergent interests within the group.

Lenin, in calling the Third International, proposed the bringing about of world revolution. Lenin and his associates believed the stormy period after the first World War made conditions ripe for such an organization.

This new organization, known as the Communist International or Comintern, called for the workers of the world to unite under its leadership. It extolled the Soviet form of government, emphasized the need to support colonial peoples in their struggle against imperialist powers, and urged a fierce struggle against the non-Communist labor groups.

1921 Introduction of the New Economic Policy

References:
#1. First Book of the Soviet Union, pp. 44-45
#2. The Meaning of Communism, pp. 81-82
#3. What You Should Know about Communism and Why, p. 27

1921 (Continued)

At the end of 1920, peasant guerrillas were fighting against the Bolsheviks in the Ukraine. In 1921, the sailors of Kronstadt mutinied and demanded an end to the Bolshevik dictatorship. During this mutiny, Lenin realized the time had come for economic concessions.

The great famine of 1921, caused by a drought, came at a time when the Russian people expected an end to their great sacrifices of the war and revolution. Lenin's answer was a New Economic Policy. The essence of N.E.P. was to restore private ownership and initiative in agriculture, retail trade, and industry.

Lenin defended these concessions from more doctrinaire opponents on the ground that only agreement between the workers and peasants could save the revolution in Russia until the time the revolution in Europe took place. Economic reconstruction was necessary at this time even though it meant a temporary retreat from Communism. Industrial production recovered at a rapid pace and equaled pre-war levels by 1926-1927; but agriculture did not undergo the same recovery.

1924 Lenin's Death

References:

1. Filmstrip History of Russia Part II, Slide 22
2. Eastern Lands section 118
*3. The Changing Old World, p. 241
#4. The Meaning of Communism, pp. 76-81
#5. First Book of the Soviet Union, p. 45
#6. What You Should Know about Communism and Why, pp. 32-33

The death of Lenin, in January of 1924, marked the beginning of a struggle for power between Trotsky and Stalin. Stalin, with the aid of Kamenev and Zinoviev, succeeded in ousting Trotsky from power.

The crisis in the relationship between this triumvirate and Trotsky came in 1924. Trotsky argued against the N.E.P. set up by Lenin. He decried the softening of the Communist bureaucracy who now insisted on safe, permanent jobs. World revolution, according to Trotsky, was the only answer.

1924 (Continued)

The three who opposed him were united by their fear of his popularity more than anything else. Zinoviev was the real boss of the Comintern. Kamenev enjoyed a large following in Moscow. Stalin was the least known of the three. Stalin, however, controlled the hierarchy of the party machinery, the secretariat.

1927 Trotsky expelled from the Communist Party leaving Stalin supreme

References:
1. Filmstrip History of Russia Part II, Slides 23-34
2. Filmstrip This Is Russia Today Part I, Slides 14-16, 43
3. Eastern Lands section 118
4. Soviet Union (Fideier) ch. 4, pp. 52-55
#5. First Book of the Soviet Union, pp. 45-48
#6. The Meaning of Communism, pp. 78-81
#7. Russia Under the Czars, pp. 146-149

Trotsky's attitude toward the N.E.P. and the men administering it did not endear him to the party bureaucrats, and Stalin was able to exploit this. Stalin accused Trotsky of trying to replace the "sacred" doctrine of Lenin with his own. In 1925, the struggle reached a climax. Trotsky was forced to give up his one remaining position of power, Chairmanship of the Revolutionary War Council.

This defeat of Trotsky revived dissension between Kamenev and Zinoviev on the one hand, and Stalin on the other. Kamenev and Zinoviev pleaded for freer discussion of problems within party ranks. Kamenev stated at the fourteenth meeting of the Communist party, "We are against the creation of a theory of the leader." He was shouted down with cries of "Long live Stalin."

Kamenev and Zinoviev also disagreed with Stalin on economic policy and world revolution. Kamenev and Zinoviev believed in a policy of super-industrialization and world revolution Stalin, meanwhile, placed the emphasis at this time on building socialism in one country. This was in keeping with the bureaucratization atmosphere in Russia at the time. Stalin found popular support. On November 7, 1927, a few hundred supporters of Trotsky, Kamenev, and Zinoviev attempted a demonstration in Moscow. They were showered with rotten

1927 (Continued)

apples and galoshes. A week later, they were ousted from the Communist party. Kamenev and Zinoviev were forced to make embarrassing confessions of deviationism. Trotsky refused to do so, and was expelled from the country in 1929. Stalin was now supreme.

1928-1932 First Five-Year Plan

References:
#1. The Meaning of Communism, pp. 82-83
#2. First Book of the Soviet Union, pp. 48-49
#3. What You Should Know about Communism and Why, p. 33

The basic problem of the Soviet State was the transformation of a backward country into an industrialized state without the device of capitalism or foreign investment. Despite his earlier criticism of super-industrialization, Stalin now found it necessary to achieve this goal through massive collectivization throughout the society.

The liquidation of the kulak was undertaken in anticipation of the collectivization of agriculture. The kulak was a landholder who employed other workers on his land and earned more than 1600 rubles a year. In 1930, millions of peasants were forced on to the collective farms. Protests resulted in bloodshed and deportations. Estimates of the number of kulaks and of their ultimate fate vary. Many authors speak of five million. Brenton states, "There were about two million households of them, perhaps as many as ten million people in all." Estimates of the number who were executed or who died as a result of the collectivization vary from one to ten million. Most authors agree that through execution, death in forced labor, and deportation to Siberia, the whole class was eliminated by 1934.

1929 Intensive collectivization of farms

References:
1. The Old World and Its Gifts, pp. 430-434
#2. The Meaning of Communism, pp. 82-83
#3. What You Should Know about Communism and Why, pp. 32-35

The collectivization in agriculture, which formed a major part of the first Five-Year Plan, was accompanied by industrialization on a scale never known before in human history. The aim of this program was to increase the number of the working class, which according to Marx is the class that supports socialism. It also was an attempt to raise living conditions, provide employment for the displaced rural population, and increase heavy industry, the basis of modern war.

The most important feature of this first Five-Year Plan was the mobilization of labor. The rural overpopulation, which had been Russia's greatest weakness, was now to become a source of its greatest strength. Recruitment of labor armies from rural areas into industrial areas proceeded at a fast rate.

As a result of this first Five-Year Plan, in which goals which had been established at its inception were to be reached at the conclusion of the time period, tremendous social convulsions took place. Consumer goods were sacrificed for heavy industry. Housing was inadequate. Food supply was poor. Women and adolescent workers were used in factories. Discontent by the workers was followed by repression. Stalin refused to slacken the rapid pace toward industrialization.

The objectives of the first Five-Year Plan were to a large extent achieved and within a few years collectivization of the peasant was complete. In June of 1929, only 4% of the farmers were collectivized. In 1930 the figure had risen to 50%, and by 1936 to 90%.

Collectivization increased the total food supplies at the disposal of the government and released farmers for work in industry. But the overall rise in agricultural production was small, and in many cases the yield per acre decreased.

1937 Second Five-Year Plan

Reference:
#1. First Book of the Soviet Union

The first Five-Year Plan served as a model for the second Five-Year Plan, which stressed consolidation rather than great leaps forward. Its aims were to increase the number and quality of consumer goods, and also to increase industrial output. Two phases of the latter part of the program included the geographic relocation of industrial centers closer to their sources of raw materials, and the opening of three canals to transport the finished products. These were to link the White and Baltic Seas, the Moscow and Volga Rivers, and the Volga and Don Rivers.

Between 1928 and 1940

The Five-Year Plans achieved marked success in increasing the industrial output and capacity of the Soviet Union. During that period steel production was multiplied four and one-half times, electric power by eight, cement by more than two, coal by four, and oil by almost three. Similar gains were made in chemical and machine production. In several instances announced goals were not achieved; in some instances they were surpassed. By 1940 Russian industrial output was approaching that of Germany, although Russian efficiency and standard of living were far lower.

Since World War II

Five-year plans have been undertaken by Communist and non-Communist nations alike, among them India, Mexico, Turkey, and Red China. The Soviet success at industrialization has probably made this plan for mobilizing an entire economy popular.

Detracting from the industrial successes of the five-year plans are the hardships endured by unenthusiastic workers, the use of coercion to compel cooperation, and the deaths to the more refractory workers.

1933 United States recognizes the U.S.S.R.

Reference:

#1. First Book of the Soviet Union, p. 45

1920 to 1933 in Russo-American relations was a period of diplomatic non-recognition. Soviet attempts to gain recognition from the United States after being recognized diplomatically by Great Britain, France, and Italy in 1924, and Japan in 1925, failed. Trade between the two countries was sporadic. However, the list of American corporations which dealt with the Soviets is lengthy and includes such companies as Ford, du Pont, General Electric, and the Radio Corporation of America. The Soviets also gratefully accepted American aid for the relief of the 1921-1923 famine.

One problem which helped delay recognition was the Bolshevik repudiation in 1918 of all debts owed by the Czarist government to foreign countries. American efforts to collect the half billion dollars due her were met by a Soviet counter-claim of an unspecific amount of damages incurred by American troops in the Soviet Union during the Civil War.

This stalemate was resolved by executive agreement when President Franklin Delano Roosevelt established formal diplomatic relations in 1933. The Senate later approved the appointment of an ambassador to Moscow.

1936 Russian Constitution

References:

1. Neighbors Across the Seas, pp. 116-119
#2. The First Book of the Soviet Union, pp. 56-57
#3. The Meaning of Communism, pp. 86-87
#4. What You Should Know about Communism and Why, p. 37

The Soviet Federation was recast with the adoption of a new "democratic" Constitution in 1936. The new constitution divided the land into the republics of Russia: Ukraine, White Russia, Azerbaijan, Georgia, Armenia, Turkmenia, Uzbekistan, Tadzhikistan, Kazahastan, and Kirghistan.

1936 (Continued)

This document was produced by a commission headed by Stalin. It included the use of the secret ballot and a bill of rights. It was given great publicity after its adoption and, according to the Communist party, represented a "summary of gains already achieved." Stalin called it the most "thoroughly democratic constitution in the world." Western critics have suggested that the document was meant for Western eyes only.

1936-1938 Stalin's purges

References:
#1. First Book of the Soviet Union, pp. 51-53
#2. The Meaning of Communism, pp. 83-88
#3. What You Should Know about Communism, pp. 36-37

In 1934, while the Constitution of 1936 was in the formative stage, S. M. Kirov, second only to Stalin and considered the hope of those who wanted a milder regime, was assassinated. The details of the crime have never been cleared up. Stalin attributed the crime to sympathizers of Zinoviev and Trotsky; while the Trotskyites accused Stalin. In any event, Kamenev and Zinoviev were arrested immediately after the crime.

The assassination revealed a strong and desperate opposition to the regime within the ranks of the party. Both Kamenev and Zinoviev, along with some of their followers, were sentenced to long prison terms. Stalin decided upon a test of public opinion. In 1936, steps were taken to arrange for free discussions on two questions: the draft of the new constitution, and a draft law on the prohibition of abortions. The results were discouraging to Stalin. It revealed widespread opposition to the abortion law, to members of the Politbureau, and even to Stalin, himself.

Stalin sought to implicate Kamenev and Zinoviev in this new counter-revolutionary conspiracy despite the fact that they were in jail. They were brought to trial again, and accused of being Trotskyites plotting to overthrow the government. These men along with other important officials confessed to the crimes, which included the murder of Kirov and an attempt on Stalin's life. Serious observers agree that these accusations were false.

1936-1938 (Continued)

An interesting theory has been advanced to explain why the Communist leaders confessed to crimes which they did not commit. Arthur Koestler in his novel, Darkness at Noon, suggested that the accused were persuaded to confess because through their confessions they could perform a service to the Soviet State and revolution, which to them were the only ultimate values. In any event, the "purged" included thousands of party members who either were executed or "disappeared."

1939-1940 Russo-German relations

References:

1. Neighbors Across the Seas, pp. 119-120
2. Eastern Lands section 119
3. The Old World and Its Gifts, pp. 434-435

#4. The Meaning of Communism, pp. 95-96
#5. First Book of the Soviet Union, p. 57
#6. Your World and Mine, p. 280
#7. What You Should Know about Communism and Why, pp. 40-41

It was clear to Stalin in 1927 that Hitler's next move would be in eastern Europe. Stalin's only alternatives, therefore, were either to sign an accommodation with Hitler, or offer resistance. Resistance at this time, however, was impossible. The purges were still in progress. Also, in the summer of 1938, undeclared hostilities broke out between Russia and Japan on the Manchurian borders. At the same time, Britain and France failed to come to the aid of Austria, and less than a year later Czechoslovakia met a similar failure on their part. This policy of appeasement by the west led Stalin to assume that if he offered resistance to Hitler at this time he might find himself in a position of complete isolation. He would have had to fight a two-front war with an increasingly aggressive Japan in the east and a powerful Germany in the west.

Stalin decided to buy time, as Lenin had done with the Treaty of Brest-Litovsk. Overtures by Stalin were eagerly accepted by Hitler and a non-aggression pact was signed in 1929.

Attached to the non-aggression pact was a secret protocol providing, in effect, for the division of eastern Europe.

1939-1940 (Continued)

Under this protocol the Soviet sphere of influence was to include Finland, the Baltic States, the Rumanian province of Bessarabia, and the eastern sections of Poland. Everything to the west was to be Germany's.

The speed of the German victory in Poland caused uneasiness in Moscow. The Soviet government responded by occupying East Poland and the Baltic States. Demands that Finland yield, however, resulted in the Russo-Finnish War, often referred to as the Winter War. The Finns fought valiantly, but succumbed in March 1940.

1941 German invasion and Russia's entrance into World War II

References:
#1. The First Book of the Soviet Union, p. 57
#2. The Meaning of Communism, p. 96
#3. What You Should Know about Communism and Why, p. 41

Russia aroused German suspicions and invited attack by her actions in eastern Europe. When Russia moved into Poland under the terms of the secret protocol, the astonishing statement was made by Russia that the move was made to save Poland from the Germans. Also, Russia's invasion of Finland was done without prior consultation with Germany and had the effect of cutting off vital timber and nickel supplies from Germany. Russia's takeover of Bessarabia disturbed German-Rumanian relations, as Germany advised Rumania to give into the Russian demands. Hitler's failure to crush Britain led him to turn to the east where he found Stalin tightening his grip on the Balkan States. The fact that at this time Berlin was bombed by the tenacious British served to incite Stalin to attempt to improve his bargaining power with Germany. He felt the bombing indicated German weakness. The dependence of Germany on Russia, so Stalin thought, should be made more worthwhile. As a result, Stalin demanded from Germany the recognition of all Russian interests in the Balkans, Soviet bases on the Bosporus and the Dardanelles, complete control of Bulgaria, and payment for raw materials Germany was receiving from the Soviet Union.

1941 (Continued)

Less than a month after these demands were made, Hitler issued orders for the preparation of "Operation Barbarossa," designed to crush Soviet Russia. On June 21, 1941, the attack was launched.

1945 End of World War II

References:
1. The Old World and Its Gifts, pp. 434-437
#2. The First Book of the Soviet Union, pp. 58-59
#3. What You Should Know about Communism and Why, pp. 42-43

One of the most important turning points of the war was Hitler's decision to overextend his lines of supply and open an offensive against Stalingrad. The Germans hoped with the capture of this city to gain access to the oil fields near the Caspian Sea and in the Caucasus, and to cripple the Russian war effort by cutting off a major line of supply. However, in September of 1942, Russian forces counterattacked and by the end of January 1943, had successfully turned the tide. In three months of fighting against Russia, Germany and her allies had lost more than 500,000 men, killed or captured.

On September 2, 1943, British and American forces landed in southern Italy and by June 4, 1944, the United States Fifth Army entered Rome. On June 6, 1944, the invasion of Normandy began. Germany, caught in a giant pincer of advancing troops, surrendered unconditionally on May 7, 1945. On September 2, 1945, Japan signed formal terms of surrender as a result of the effects of an atomic bomb dropped on Hiroshima, August 6.

1948 Communism in Czechoslovakia and Yugoslavia

References:
#1. The First Book of the Soviet Union, p. 64
#2. The Meaning of Communism, pp. 103-104, 108, and 116
#3. What You Should Know about Communism and Why, pp. 42-46, and 73

The only predominantly industrial state in eastern Europe prior to World War II was Czechoslovakia. The practice of

1948 (Continued)

parliamentary democracy there was firmly rooted. The Communists, in 1946, successfully elected 114 members to seats in the Assembly of 300. This was due to Czechoslovak beliefs that the Communists stood for the material interests of the industrial worker, and also to enthusiasm for Russia as a consequence of her part in the defeat of Germany.

The Communists infiltrated most government services and trade unions and with Soviet support, were strong enough in 1948 to hand President Beneš a notice of an imminent *coup d' etat*. In a drastic purge lasting several months, Czechoslovakia was transformed into a Communist-run Soviet satellite.

The reasons for the take-over, besides the previously mentioned infiltration by Communists into police and local administration posts and Russian support, were the Communist exploitation of hatred between Czechs and Germans, friction between Czechs and Slovaks, and the belief of Czech officials that the west would not come to their support. An attitude, similar to the despair after the 1939 appeasement at Munich, prevailed.

The second World War fostered splits in the Communist ranks. Wartime talk of the future independence and greatness of local Communist parties developed into national rather than international feelings. The conflict between Moscow and these nationalistic party leaders, who had fought guerrilla resistance movements within their own countries against the Germans, was revealed to the world with the Cominform's denunciation of Tito of Yugoslavia in June of 1948.

The Cominform specifically accused Tito of favoring the peasants rather than the industrial workers, of subordinating the Communist party to other parties, and of being a despot. However, the real cause of the break was that Tito had built his own state machine without Soviet supervision.

1948-1949 Blockade of West Berlin by the Russians

References:

#1. The Meaning of Communism, pp. 104, 108-111
#2. What You Should Know about Communism and Why, p. 69

With the total defeat of Hitler, no German government remained. Supreme authority was vested in the Allied Control Council of Great Britain, France, the United States, and the Soviet Union. Each of these powers administered its own occupation zone. The Soviet Union held the region east of the Elbe River. The city of Berlin was also divided into four sectors, each controlled by a member of the Council.

The Soviets, in 1948, attacked the economic merger of the English and American zones and suggested that Russia would soon oust the Western powers from Berlin.

Sporadic interference with Western rail and air transportation into Berlin developed into an outright blockade. The Allies responded with a massive airlift into Berlin. Soviet demands for a Soviet-sponsored currency for all Berlin, and for Soviet control of land and air travel into Berlin were rejected. The Allies, instead, went ahead with their plan of setting up the West German Federal Republic. With no success in sight and the West standing firm, the Soviets lifted their blockade on March 12, 1949.

1950-1953 The Korean War

References:

#1. The Meaning of Communism, pp. 8, 111-112
#2. What You Should Know about Communism and Why, p. 58

According to the Yalta and Potsdam Conferences, the United States after the war was to occupy the southern half of Korea up to the 38th parallel, while the Soviet Union took over the northern half. Attempts of the Soviet Union and the United States to set up a provisional Korean democratic government under a five-year trusteeship failed over the issue of differing definitions of democracy.

The United States referred the problem to the United Nations. A United Nations commission arrived in Seoul, in 1948, to supervise elections to a National Constituent Assembly.

1950-1953 (Continued)

The commission was refused admission into the Soviet zone. As a result of the elections in South Korea, Dr. Syngman Rhee was proclaimed president and the United States Military Government was officially terminated. Meanwhile, a Korean People's Democratic Republic was inaugurated in northern Korea and claimed authority over the entire country.

By 1949, the United States had completely withdrawn all its occupation forces. In September of 1949, the United Nations commission warned of a possible civil war. Sporadic fighting had already broken out along the 38th parallel.

On June 25, 1950, North Korean troops crossed the border in a massive invasion of South Korea. The Security Council asked all members to furnish immediate assistance to the Republic of Korea. The United States intervened immediately.

The major international event of Stalin's last years was the Korean War. The Korean War was the type of war Stalin believed that the Soviet Union should support without becoming directly involved. Korean Communists had served in the Red Army as far back as the 1920's and these loyal Stalinists maintained close ties with Moscow throughout the war. Truce negotiations, starting in 1952 and continuing through the Geneva Conference of 1954, illustrated Soviet leadership in the Korean problem.

1953 Stalin's death

References:
#1. The First Book of the Soviet Union, pp. 59-60
#2. The Meaning of Communism, pp. 112-115
#3. What You Should Know about Communism and Why, p. 76

The official Soviet version of Stalin's death was simply that the seventy-three-year-old leader suffered a stroke and died three days later without gaining consciousness. The daily medical bulletins indicated that his illness was fatal. On March 5, 1953, the government announced his death. The little-known Nikita Khrushchev was appointed chairman of the funeral commission.

1953 (Continued)

Other versions of Stalin's death, however, were widely circulated. One of these was that at a regular meeting of the Party Presidium Stalin's colleagues, for the first time, emphatically disagreed with him and threw their party membership cards in his face. As Stalin summoned a guard, he suffered a stroke. Another version had it that the Kremlin doctors, believing themselves in mortal danger, with help from some police officials, poisoned him.

The funeral was more spectacular than those of the Russian Czars. The sighs of relief were still subdued.

1955 Khrushchev's reconciliation with Tito

References:
1. Filmstrip History of Russia Part II, Slides 34-48
2. Soviet Union (Fideler) ch. 5
#3. The Meaning of Communism, p. 119

Before Khrushchev came to power, the year 1955 produced a toughening of tensions between Moscow and Belgrade as a result of Molotov's insistence that Yugoslavia conform to Soviet plans. Tito reacted sharply, critizing Molotov and the other Stalinists. He had not forgotten the anti-Titoist course of the Cominform under Stalin.

Khrushchev, engaged with Molotov in a struggle for power, sensed sympathy throughout the Party for some kind of understanding with Tito. Tito refused to come to Moscow at Khrushchev's suggestion, instead he insisted that Khrushchev come to Belgrade. Khrushchev's trip to Belgrade signaled a victory over Stalin's satellite policies and emphasized satellite emancipation rather than subordination. As a result of these Belgrade conferences, Tito gained influence and respect throughout all of eastern Europe. Many Soviet-Yugoslav trade agreements were signed. Scientific and technical co-operation was organized. On February 2, 1956, the Soviet Union granted Yugoslavia a loan of eighty-four million dollars at a 2% interest. For the first time, Soviet tourists came to Yugoslavia. In 1956, Tito sent greetings to the Twentieth Congress of the Communist Party, which were received with prolonged applause. According to some reports, Tito was told in advance that it was at this conference that Khrushchev was to make his de-Stalinization speech.

1955 (Continued)

Khrushchev's handling of the Yugoslav problem contributed to his victory over Molotov as a successor to Stalin. Tito's triumph, however, was short-lived.

1956 Independence efforts in Poland and Hungary

References:
1. Filmstrip This Is Russia Today Part I, Slides 21-22
#2. The First Book of the Soviet Union, pp. 65 and 92
#3. The Meaning of Communism, pp. 119-123
#4. What You Should Know about Communism and Why, pp. 79-81

Tito's victory of satellite emancipation rather than subordination was one of the causes of growing unrest in Poland and Hungary. Popular movements of independence based on the Tito formula were spreading throughout the satellite countries. At the forefront of the anti-Moscow moves were Poland and Hungary.

The Politburo of Poland openly defied Moscow and convened for the purpose of electing a new Politburo under Wladyslav Gomulka. The dilemma was a difficult one for Moscow. To give in to the new Polish course meant possible loss of even more satellite "people's democracies." The alternative was military force to suppress the popular movements.

Khrushchev decided to meet with Gomulka. The negotiations between the two were violent and offensive, and were highlighted by Khrushchev's charge that Gomulka was a traitor. Gomulka finally compromised, stating that he would not "sell out" to the West. What he wanted, he told Khrushchev, was internal independence and a continuance of friendly Soviet-Polish relations.

Khrushchev agreed, and the new understanding was reported in the news. However, popular meetings, demonstrations, and emotional outbreaks broke out against Gomulka's "halfway" policy. The movement for complete independence was receiving encouragement from news of the outbreaks in Hungary. Gomulka deserted Hungary and the Polish people by agreeing with Khrushchev to the use of force to suppress the revolts.

1956 (Continued)

The events in Poland and Yugoslavia greatly excited the Hungarians. Street demonstrations, at first peaceful, became more violent. Within a short time, thousands of workers joined the student demonstrators. The following day, Soviet tanks were in Budapest. Early successes by the Hungarians were wiped out when massive Soviet strength was brought into play.

Tito's support of the uprisings resulted in stiffening relations once again between Yugoslavia and the Soviets.

1957 Russia first with satellite in space

References:

1. Filmstrip History of Russia Part II, Slide 47
#2. The First Book of the Soviet Union, pp. 9-10, and 92
#3. The Meaning of Communism, pp. 132-133

An event which helped to restore the prestige of the Soviet Union was the launching of the first earth satellite on October 4, 1957. Sputnik helped place the Soviet Union among the advanced nations in science and technology.

The launching, Moscow declared, indicated the superiority of the Soviet socialism over capitalism. This thesis, called the "Red Moon" thesis, made little impression on the West, and was directed mainly to the east European satellites and the undeclared countries of Asia and Africa.

Note* For a general summary approach to recent political history in the Soviet Union, the following references will be helpful:

References:

1. Eastern Lands section 119
2. Soviet Union (Fideler) chs. 4 and 5
#3. Living Together as World Neighbors, pp. 235-237

1963 Sino-Soviet split

In the early 1930's, Russia gave considerable assistance to the Chinese Communists in their effort to establish a Communist regime in China. This effort was successful in 1949 with the expulsion of the Chinese Nationalists to the island of Formosa.

After 1949, Russia continued to give assistance to the Chinese Communists in the form of technical aid, particularly with heavy industry and nuclear technology and military aid. However, in the late 1950's, this aid was first tapered off and finally completely eliminated.

The history of relations between China and Russia has not always been so cordial as this assistance might seem to indicate. During the latter half of the 19th century, Russia came into possession of territories which were formerly Chinese. Recently these territorial disputes have been reopened by the leadership in China.

An ideological conflict between these two proponents of Communism has developed. Russia, with a rising standard of living, an ever-increasing industrial base, and enough land for its people has wished, as it developed economically, to become less and less involved in actions which might result in nuclear war. China, on the other hand, with an excess of population which cannot be fed adequately, little industry, and an extremely low standard of living, may see nuclear war as a means of national survival. Recently, pronouncements from the Soviet Union have reinterpreted some Marxist-Leninist doctrines, particularly the idea that violent world revolution is necessary to supplant capitalism. China now asserts that she alone is following the doctrines set up by Marx and Lenin with the issue in point being the leadership of the Communist world.

1963 Nuclear Test Ban Treaty

The history of treaties with the Soviet Union is a discouraging one. Most have been discarded whenever it was to the best interest of the Soviet Union to do so. This, plus the fact that the Soviet Union has as its expressed policy, the domination of the world, makes it necessary to scrutinize closely any treaty that limits the defense capabilities of the Western World.

Like that of the treaties, the history of negotiations between the West and the Soviet Union concerning proposals for disarmament has been equally discouraging. The West feels that it cannot rely on the promises and good faith of the Soviet Union, and the Soviet Union feels that it cannot afford to let large numbers of inspectors into its closed society. It is on these points that most nuclear test ban talks have foundered.

1963 (Continued)

Despite these difficulties, a test ban on atmospheric and oceanic nuclear testing has been placed in effect by the Soviet Union, the United States, and many other nations. Since it is the atmospheric tests which contribute most of the radioactive fallout and disrupt various other environmental conditions on the planet, the test ban is definitely to the world's advantage, and atmospheric and oceanic tests can be detected with considerable certainty by instruments scattered about the surface of the earth or submerged in the oceans. Unfortunately, the treaty does not cover underground tests for which methods of detection are uncertain.

The disadvantages of this particular treaty include the fact that France and China, both nations which have developed nuclear weapons, have declared that they will not be bound by the treaty. The possibility also exists that the Soviet Union, by testing very large nuclear devices, before the treaty went into effect, may have been able to advance their knowledge of missile defense over that of the Western world considerably. In addition, the freeing of Russian resources for other uses may act to our disadvantage so that the ability to continue the underground tests, an area in which the United States presumably has the lead, may not be a great enough advantage with which to offset the experience gained by Russia in her massive tests.

On the other hand, these disadvantages will be offset by the reduction in radioactive fallout over the face of the earth, and the treaty, if workable and honored, may set a precedent for other such treaties between the two powers upon whom, at the present time, rests the responsibility for the peace of the world.

1964 In October, 1964, in a move that rocked the world. Nikita Khrushchev was ousted from power by the Soviet Communist Central Committee. Alexei Kosygin, as Premier, and Leonid Brezhnev, as First Secretary of the Communist Party, took over as heads of state. Experts in "Sovietology" believe that one of the contributing factors in Khrushchev's ouster was his failure to get Soviet agriculture back on its feet after a brutal generation of Stalinist collectivization. In the six years between 1958 and 1964, farm output increased only 10% whereas a 70% increase was the target. Following Khrushchev's removal, a surface reconciliation took place between high ranking Russian and Chinese Communists. Khrushchev had been a personal target for much of Peking's bitterness.

As for Khrushchev himself, he now lives in obscurity as a "pensioner" in Moscow.

PROBLEMS AND TOPICS FOR REPORTS

This list of topics and problems for reports is designed to suggest to the teacher aspects of Russian history into which the curious student might profitably delve. Not all the problems have solutions, and in many cases historians disagree about the meaning of the events in question. Nonetheless the topics ought to fascinate the adventuresome teacher and student.

1. Neanderthal Men inhabited Russia in the Old Stone Age. Are any Russians today descended from Neanderthal Man? Could any parts of Neanderthal culture (burial practices, witchcraft, etc.) have been passed on to the Slavic settlers?

2. The Slavs are part of the Indo-European peoples who entered Europe sometime after 2000 B.C. Did these people cross southern Russia in their migration? If they did cross Russia, why didn't they settle at that time?

3. Why did the Slavs disperse into three groups at the time the Eastern Slavs settled in Russia?

4. When the Slavs settled down in Russia, did they own land individually or collectively?

5. How many Slavs settled Russia in their migration?

6. Which myths and legends date back to the early Slavic migrations?

7. How was Russia similar and different from Western Europe and North America at the end of the fourth major Ice Age?

8. What is emphasized today in Russian education about the prehistory, the Slavic migrations, and the Viking takeover up to 900 A.D.?

9. During the Viking period a large number of local assemblies governed themselves. Why didn't these assemblies continue into modern times?

10. In early Slavic family life, did fathers or mothers control the family? What is the evidence for this? Had the pattern been changed before 1917?

11. Lenin wrote that a world revolution of the working class would destroy capitalism. Where did he set forth this idea? Was there any possibility stated in his writings that the working class could triumph peacefully?

12. What was the population of Russia in the time of Rurik and Vladimir I?

13. Alexander Nevsky, who lived in the 13th century, was a popular Russian hero during the World War II. Why was he considered a hero? What is the evidence to support the heroic view of him?

14. "Russians like to remind themselves about the early Slavs because their history shows that Slavs have endured for approximately 1500 years. Today they feel encouraged to think they shall continue to endure." How would you go about finding out if this statement is true? To what extent is the statement true?

15. Ivan the Terrible formed an organization known as the Oprichnicki, a secret police. To what extent did it contribute to make Russia at that time a totalitarian state?

16. How did serfdom develop in Russia? What is the evidence on the subject?

17. "By weakening the boyars (or nobles) Ivan the Terrible and Peter the Great contributed to the absolute power of Russian Czars from Catherine the Great to the Revolutions of 1917. If less despotic men had ruled Russia, the country would have been readier for gradual, nonrevolutionary change." How would you determine the validity of this statement? To what extent is it valid?

18. When Vladimir established the Orthodox Church in Russia, what evidence is there that the new religion was accepted?

19. Was Ivan the Terrible mad?

20. During the 19th century some of the most renowned works of world literature were produced in Russia. To what extent were the Russian people literate in the 19th century? What caused so many noted works of literature to be produced in Russia during the 19th century?

21. To what extent were the efforts of Lenin the cause of the Bolshevik Revolution in 1917? To what extent were the deep needs of the Russian people the cause?

22. To what extent was the Hungarian Revolution of 1956 the result of encouragement by the United States or by Americans?

23. In the early years of the reign of Alexander I, he favored reform. Why did he change his views? What is the evidence?

24. Why did Nicholas II oppose reforms for Russia?

25. Much has been said that Czar Nicholas II was controlled by his wife, the Czarina, who was controlled by her fears for the life of her hemophiliac son, the Czarevich Alexis, who was controlled by the monk Rasputin, the so-called Mad Monk, who ultimately controlled the Czar. To what extent is this true?

26. The Tartars occupied Russia for two hundred fifty years. Did any ideas or inventions from China permeate Russia? What is the evidence?

27. Compare Russian to other Slavic and Indo-European languages with about 50 words of basic vocabulary. What similarities and differences do you note? What conclusions can you draw from the study about the people who spoke these languages in early history?

28. To what extent is it true that over one million men of the Russian army defected to the Germans during World War II?

29. To what extent was lend-lease responsible for the Russian victory at Stalingrad in 1942-43?

30. To what extent were Marxists active in the Revolution of 1905?

31. To what extent were the Russian people satisfied with the program of Kerensky in 1917? What is the evidence?

32. How much land was owned by Russian peasants at the outbreak of World War I in 1914?

33. Catherine the Great is often called a benevolent despot comparing her to her contemporary rulers, Frederick the Great of Prussia and Joseph II of Austria. Find out the respect in which these other two rulers were benevolent despots and determine the extent in which Catherine could be called one also.

34. To what extent was Peter the Great responsible for the victories of Russia over Sweden in the Great Northern War, and particularly at the Battle of Poltava? What is the evidence?

35. What caused Stalin to become a Marxist and a revolutionary? From the events of his early life could one have guessed his development?

36. Why did Lenin become a revolutionary? Are there any insights we can derive from studying his life about why people become revolutionaries?

37. To what extent were the Yalta agreements the "tragic failure of Roosevelt" or "a prudent way to bring World War II to a successful conclusion"?

38. How many kulaks were liquidated during the collectivization of Soviet agriculture in 1929 and 1930?

39. How did Khrushchev succeed in gaining power over the survivors of Stalin?

40. How did Stalin succeed in gaining power over the survivors of Lenin?

41. Describe the attitudes and programs of Czars from 1815 to 1917 about revolutionaries. How do they show their attitudes? What conclusions can you draw from this study?

42. To what extent was the emancipation of the serfs in 1861 a "humanitarian act" or a "great blunder"?

43. To what extent was the Chinese Communist movement controlled from Moscow from 1920 to 1949?

44. To what extent is the Soviet viewpoint of peaceful coexistence consistent with Marxist-Leninist principles? Are the Chinese or Russians more consistent with Marx and Lenin?

45. How and on what grounds did Khrushchev's successors succeed in ousting him and gaining control?

Suggestions for the Use of Primary Source Material

III. SUGGESTIONS FOR THE USE OF PRIMARY SOURCE MATERIAL

HOW TO USE A HISTORICAL DOCUMENT: ALEXANDER II EMANCIPATES THE SERFS

One of the most critical documents in Russian history is the imperial ukase (decree) of Alexander II, March 3, 1861, emancipating the serfs.

Students should first read the document and, individually or in groups, answer the questions in a study guide. The list of questions that appear in this section should suggest some items the teacher might use as a study guide, an open book quiz, or, cautiously, as a test of recall. If the teacher gives a quiz, he should allow from ten to thirty minutes before the quiz for the class to ask about the meaning and implications of parts of the document. After the students have read and been quizzed on the document, they will be ready to draw a number of inferences from it and about it. The text of the emancipation decree and study questions follow.

THE IMPERIAL UKASE EMANCIPATING THE SERFS IN RUSSIA, MARCH 3, 1861

Serfdom, characteristic of the social order of the Middle Ages, had been entirely abolished in Western Europe by the French Revolution and Napoleon. But in the Russia of 1859 some 23,000,000 serfs were bound to the soil of such proprietors as the imperial family, the state, the Orthodox Church, and individual masters. "The present position," said Tsar Alexander II (1818-1881), "cannot last, and it is better to abolish serfdom from above than to wait until it begins to be abolished from below." A committee of officials and nobles, acting under the inspiration of the Tsar, drew up the Emancipation Law, which was issued as an ukase, or imperial decree, on February 9 (March 3), 1861. By this decree the peasant became personally free at once, without any payment, and the proprietor was obliged to grant him his plot of land at a fixed rent with the eventual possibility of redeeming it at a price to be agreed upon later.

The proclamation of the Emancipation was undoubtedly the most important event in the history of Russia in the nineteenth century. It paved the way for other reforms as well as for the revolutionary movement that finally led to the destruction of tsarism.

• • •

IMPERIAL UKASE (Continued)

(1) By the grace of God, we, Alexander II, Emperor and Autocrat of all the Russias, King of Poland, Grand Duke of Finland, etc., to all our faithful subjects, make known:

(2) Called by Divine Providence and by the sacred right of inheritance to the throne of our ancestors, we took a vow in our innermost heart to respond to the mission which is intrusted to us as to surround with our affection and our Imperial solicitude all our faithful subjects of every rank and of every condition, from the warrior, who nobly bears arms for the defence of the country to the humble artisan devoted to the works of industry; from the official in the career of the high offices of the State to the laborer whose plough furrows the soil.

(3) In considering the various classes and conditions of which the State is composed we came to the conviction that the legislation of the empire having wisely provided for the organization of the upper and middle classes and having defined with precision their obligations, their rights, and their privileges, has not attained the same degree of efficiency as regards the peasants attached to the soil, thus designated because either from ancient laws or from custom they have been hereditarily subjected to the authority of the proprietors, on whom it was incumbent at the same time to provide for their welfare. The rights of the proprietors have been hitherto very extended and very imperfectly defined by the law, which has been supplied by tradition, custom, and the good pleasure of the proprietors....

(4) These facts had already attracted the notice of our predecessors of glorious memory, and they had taken measures for improving the conditions of the peasants; but among those measures some were not stringent enough, insomuch that they remained subordinate to the spontaneous initiative of such proprietors who showed themselves animated with liberal intentions; and others, called forth by peculiar circumstances, have been restricted to certain localities or simply adopted as an experiment. It was thus that Alexander I published the regulation for the free cultivators, and that the late Emperor Nicholas, our beloved father, promulgated that one which concerns the peasants bound by contract. In the Western Governments regulations called "inventaires" had fixed the territorial allotments due to the peasants, as well as the amount of their rent dues; but all these reforms have only been applied in a very restricted manner.

(5) We thus came to the conviction that the work of a serious improvement of the condition of the peasants was a sacred inheritance bequeathed to us by our ancestors, a mission which, in the course of events, Divine Providence called upon us to fulfil.

(6) We have commenced this work by an expression of our Imperial confidence towards the nobility of Russia, which has given us so many proofs of its devotion to the Throne, and of its constant readiness to make sacrifices for the welfare of the country.

(7) It is to the nobles themselves, conformable to their own wishes, that we have reserved the task of drawing up the propositions for the new organization of the peasants -- propositions which make it incumbent upon them to limit their rights over the peasants, and to accept the onus of a reform which could not be accomplished without some material losses. Our confidence has not been deceived. We have seen the nobles assembled in committees in the districts, through the medium of their confidential agents, making the voluntary sacrifice of their rights as regards the personal servitude of the necessary data, have formulated their propositions concerning the new organization of the peasants attached to the soil in their relations with the proprietors....

(8) In virtue of the new dispositions above mentioned, the peasants attached to the soil will be invested within a term fixed by the law with all the rights of free cultivators.

(9) The proprietors retaining their rights of property on all the land belonging to them, grant to the peasants for a fixed regulated rental the full enjoyment of their close; and, moreover, to assure their livelihood and to guarantee the fulfilment of their obligations towards the Government, the quantity of arable land is fixed by the said dispositions, as well as other rural appurtenances.

(10) But, in the enjoyment of these territorial allotments, the peasants are obliged, in return, to acquit the rentals fixed by the same dispositions to the profit of the proprietors. In this state, which must be a transitory one, the peasants shall be designated as "temporary bound."

(11) At the same time, they are granted the right of purchasing their close, and, with the consent of the proprietors, they may acquire in full property the arable lands and other appurtenances which are allotted to them as a permanent holding. By the acquisition in full property of the quantity of land fixed, the peasants are free from their obligations

towards the proprietors for land thus purchased, and they enter definitely into the condition of free peasants--landholders....

(12) And now, pious and faithful people, make upon the forehead the sacred sign of the cross, and join thy prayers to ours to call down the blessing of the Most High upon thy first free labors, the sure pledge of thy personal well-being and of the public prosperity.

Given at St. Petersburg, the 19th day of February (March 3), of the year of Grace 1861, and the seventh of our reign.

Alexander

STUDY GUIDE FOR THE DECREE EMANCIPATING THE SERFS

1. Why does the document say "we, Alexander II"?
2. How is "Autocrat of all the Russias" different from "king" or "emperor" of all the Russias?
3. What is meant by "all the Russias"?
4. What conclusions can you draw from the opening paragraph?
5. What entitles Alexander to rule as czar?
6. Comment on the wording: "a vow in our innermost heart" and "the laborer whose plow furrows the soil".
7. What general idea does Alexander put forth in the second paragraph?
8. What does he mean by "the legislation of the empire"?
9. What does he say is the reason for a decree about the serfs at this time?
10. How does Alexander show that he is mindful that the proprietors of serfs have often been very humane to the serfs?
11. What had determined the rights of proprietors in the past?
12. In one sentence what is the main idea of the third paragraph?
13. Why does Alexander refer to his predecessors as "of glorious memory"?

14. Why does Alexander consider some of the measures of his predecessors "not stringent enough"?

15. What do you suppose the regulation for the free cultivators was about?

16. How would a peasant bound by contract have been different from a serf?

17. What could Alexander have meant by the "Western Governments"?

18. What does he mean when he says the reforms were applied "in a very restricted manner"?

19. In one sentence what is the main idea of the fourth paragraph?

20. Why, do you suppose, Alexander made references to the efforts of his predecessors? (Paragraph 5)

21. Why is the sixth paragraph included?

22. According to the ukase who formulated plans for the emancipation?

23. What are two reasons noted by Alexander which show that the nobles have been magnanimous?

24. What suggests that a basis for local self-government existed?

25. What two responsibilities were given to the committees?

26. Why were confidential agents necessary?

27. What is meant by "within a term fixed by the law"?

28. Paraphrase paragraph 8.

29. What is meant by "close"? (Paragraph 9)

30. On what legal basis may peasants continue to work on the proprietor's land?

31. Who is referred to by "their" livelihood and obligations?

32. What obligations is owed to the Government? (Is the obligation stated in the ukase?)

33. Why do livelihood and fulfillment of obligations have to be assured?

34. What circumstances might have made it impossible for peasants to fulfill obligations?

35. What is meant by: "the quantity of arable land is fixed by"?

36. What is referred to as "the said dispositions"?

37. What are "other rural appurtenances"?

38. What is to happen to other rural appurtenances?

39. What is meant by "to acquit the rentals"?

40. Paraphrase the first sentence of the tenth paragraph.

41. What state is referred to in "In this state"?

42. Why is the situation in which the peasant pays rent a transitory one?

43. In what respect does the term "temporary bound" seem to contradict the intention of the ukase?

44. How is the status "temporary bound" eliminated?

45. How does a "temporary bound" peasant differ from a free peasant?

46. What is the tone of the twelfth paragraph?

INFERENTIAL QUESTIONS

1. What inferences can you draw about Alexander's character, the condition of the peasants (prosperity, health, homes, work load) before emancipation, the nobility, the power of the nobility, village life of peasants?

2. What shows that Alexander does or doesn't consider himself a benevolent despot?

3. What conclusions can you draw about Russian society in the time of Alexander?

4. To what extent is the ukase a revolutionary document?

HOW TO USE EXCERPTS FROM ORIGINAL SOURCES

A number of passages, culled from two sources*, appear in the following section. They have two functions. They may be used as primary or secondary sources for class discussion or as items for short essays on examinations.

A typical passage should indicate some of the potentialities of the excerpts. The quotation describes the circumstances in which Vikings (Varangians) came to Russia, supposedly at the invitation of the Slavs:

> There was no law among them (the inhabitants of Russia), but tribe arose against tribe. Discord thus ensued among them, and they (the native peoples) began to war one against another. They said to themselves, "let us seek a prince who may rule over us and judge us according to the law." They accordingly went overseas to the Varangian Russes . . . . . and said to the people of Rus, "Our whole land is great and rich, but there is no order in it. Come to rule and reign over us.

If the passage is used as the basis for a class exercise, the teacher should ask the students about the meaning of some of the phrases in it. In the excerpt about the coming of the Vikings, these are some phrases which the class should explain: "no law among them," "Discord thus ensued," and "Varangian Russes". The teacher might list the difficult or provocative phrases and vocabulary on the board for the students to explain orally or in writing. Whatever method of explication the teacher uses, a patient exploration of the meaning is important before the students can speculate effectively about the significance of the passage.

Once the class has discussed the meaning of the quotation, it is ready to draw inferences about the passage, the author, and the times. These inferences may include ideas such as the following: Tribal life was common in early Russian history, perhaps not unlike the tribal life of American Indians. The author, or the people he is quoting, respected both law and the Varangians. That the people had some sense of the unity of the land is evident. The whole passage has a story-book or Biblical quality; it seems to suppose that a wise and good ruler could easily be found. It may suggest that people in many eras have yearned for a wise, just, and strong leader, a father for the people.

---

* Brinton, Crane et al., A History of Civilization, 2 vols., 1960
Readings in Russian Foreign Policy, Edited by Robert A. Goldwin, 1959.

EXCERPTS (Continued)

The teacher might then present what he can find out about the origin of the passage. He will discover that no written primary source is available on the early history of Russia. The passage is an excerpt from The Old Russian Primary Chronicle, compiled during the eleventh century, one hundred fifty years after the events described in the passage. The students might further conclude that, if this is the earliest written source of Russian history, we really don't know very much that is positive about the Slavic migrations and history.

Even though fact and legend seem to interplay in the passage, the class will benefit from speculating about its authorship. The original story may have been altered or romanticized as it was retold. Since the quotation justifies the rule of the Vikings over the Slavs, it might have been fabricated by one of those Vikings to legitimize the takeover, which might have occurred by intrigue or conquest or another means.

The same passage, by itself or in conjunction with several others, might provide an intriguing essay test problem. After the teacher has presented the chronology of a period, he can scour in books of readings for letters, histories of the times, laws, diaries, songs, poems or other documents. From these he can find passages, such as the one above, which the students probably have never seen. Since the students have not read such materials before, the teacher should painstakingly go over a sample passage a day or two before any test. From clues in the passages the students might be asked to guess the kind of speaker, his attitudes, the kind of writing from which the passage is taken, perhaps the approximate date of the appearance of the document, the essential meaning of it, and what the passage shows about its period. After such practice, new quotes could be used as part of a weekly or unit test.

SUGGESTIONS FOR THE USE OF PRIMARY SOURCE MATERIAL (continued)

QUOTATIONS FOR STUDY

1. The story of coming of the Vikings to Russia, which occurred sometime in the 850's, is related in The Old Russian Primary Chronicle, compiled during the 11th century.

   "There was no law among them, but tribe rose against tribe. Discord thus ensued among them, and they (the native peoples) began to war one against another. They said to themselves, 'Let us seek a prince who may rule over us and judge us according to the law.' They accordingly went overseas to the Varangian Russes. . . and said to the people of Rus, 'Our whole land is great and rich, but there is no order in it. Come to rule and reign over us.' "

2. In the reign of Vladimir the Russians were converted to Christianity (988). As early as 945 Russian traders in Byzantium were already swearing by the Holy Cross to fulfill their obligations. The Old Russian Primary Chronicle tells of the visit of Olga, the ruling princess of Kiev, in the 950's to the Emperor at Constantinople.

   " 'Olga came before him, and when he saw that she was very fair of countenance and wise as well, the Emperor wondered at her intellect. He conversed with her, and remarked that she was worthy to reign with him in his city. When Olga heard these words, she replied that she was still a pagan, and that if he desired to baptize her, he should perform this function himself: otherwise she was unwilling to accept baptism. The Emperor, with the assistance of the Patriarch, accordingly baptized her . . . After her baptism, the Emperor summoned Olga and made known to her that he wished her to become his wife. But she replied, 'How can you marry me, after baptizing me yourself and calling me your daughter? For among Christians that is unlawful, as you must know.' Then the Emperor said, 'Olga, you have outwitted me.' "

3. The Old Russian Primary Chronicle relates Vladimir's inquiries about the appropriate religion for his people.

   "The envoys reported, 'When we journeyed among the Moslems, we beheld how they worship in . . . a mosque . . . ., and there is no happiness among them but only sorrow and a dreadful stench. Their religion is not good. Then we went among the Germans (Roman Catholics), and saw them performing many ceremonies in

> their temples; but beheld no glory there. Then we went on to Greece (Byzantium), and the Greeks led us to the edifices where they worship their God, and we knew not whether we were in heaven or on earth. For on earth there is no such splendor or such beauty, and we are at a loss how to describe it. We only know that God dwells there among men, and their service is fairer than the ceremonies of other nations. For we cannot forget that beauty.' "

4. When the Tartars appeared in the 13th century, Kiev had since been weakened by warfare among the princes. A surviving heroic poem of the Kievan period, Song of the Expedition of Igor, blames the Russian princes.

> "Voices have grown mute, revelry has waned . . . Lower your banners, sheath your damaged swords, for ye have already strayed far from the glory of your grandsire. For with your own treasons ye began to bring the infidels upon the Russian land. . . For through civil strife came violence from the land of the Polovtsians."

5. One factor which sustained Moscow as a power in Russia was its establishment as the ecclesiastical capital of Russia. The Metropolitan (archbishop) who first moved to Moscow reputedly advised the prince as follows: The source of the Metropolitan's biographer publishing in the early twentieth century.

> "If you build a church of the Virgin in Moscow, my son, and bury me in this city, so will you yourself become famous above the other princes, and also your sons and grandchildren from generation to generation. And this city will become celebrated above all the other Russian cities, and bishops will live here, and they will turn the city's forces against your enemies, and will praise God here."

6. Ivan III (the Great) responded by letter to the Holy Roman Emperor, who proposed an alliance and dynastic marriage, implying that these would add legitimacy to Ivan's power. Ivan responded:

> "By God's grace we have been lords in our land since the beginning of time, since the days of our earliest ancestors. God has elevated us to the same position which they held, and we beg him to grant it to us and our children. We have never desired and do not now desire confirmation of this from any other source."

3

7. The ideology of the Orthodox Church supported the autocratic claims of the Muscovite princes. This passage is an official doctrine of the Church set forth some time during the sixteenth century.

> "The Church of Old Rome fell because of its heresy; the gates of the Second Rome, Constantinople, have been hewn down by the axes of the infidel Turks; but the Church of Moscow, the Church of the New Rome, shines brighter than the Sun in the whole Universe . . . Two Romes have fallen, but the Third stands fast; a fourth there cannot be."

8. Resentment against foreigners is reflected in this excerpt from the work of an unidentified writer in early Romanov times (the seventeenth century).

> "Acceptance of foreigners is a plague. They live by the sweat and tears of the Russians. The foreigners are like bear-keepers who put rings in our noses and lead us around: They are Gods, we fools, they dwell with us as lords. Our Kings are their servants."

9. Peter the Great spoke the threat which the Orthodox Church might pose to his power in an unspecified document, perhaps a letter to a minister.

> "From the collegiate government of the church there is not so much danger to the country of disturbances and troubles as may be produced by one spiritual ruler. For the common people do not understand the difference between the spiritual power and that of the autocrat; but, dazzled by the splendor and glory of the highest pastor, they think that he is a second sovereign of like power with the autocrat or with even more, and that the spiritual power is that of another and better realm. If then there should be any difference of opinion between the Patriarch and the Tsar, it might easily happen that the people, perhaps misled by designing persons, should take the part of the Patriarch, in the mistaken belief that they were fighting for God's cause."

10. The despair of Napoleon's army is demonstrated in this report by one of Napoleon's aides. The quotation appeared in a book, With Napoleon in Russia, published in 1935:

> "There were no inhabitants to be found, no prisoners to be taken, not a single straggler to be picked up. We were in the

heart of inhabited Russia and yet we were like a vessel without a compass in the midst of a vast ocean, knowing nothing of what was happening around us.

11. Aroused by the ideals of the French Revolution, one of the future leaders of the Decembrist Revolt left this report of his reactions upon returning home. The original document is unspecified. The passage is quoted in a 1937 book, The First Russian Revolution.

> "From France we returned to Russia by sea. The First Division of the Guard landed at Oranienbaum and listened to the Te Deum.... who attempted to draw nearer to the lined-up troops...Finally the Emperor appeared, accompanied by the Guard, on a fine sorrel horse, with an unsheathed sword, which he was ready to lower before the Empress. But at that very moment, almost under his horse, a peasant crossed the street. The Emperor spurred his horse and rushed with unsheathed sword toward the running peasant. The police attacked him with their clubs. We did not believe our own eyes and turned away, ashamed for our beloved Tsar."

12. Broad public opinion in favor of launching World War I is shown here in the account of a young German on the last train out of Switzerland before the outbreak of the war. Presumably Russian opinion was equally fervent.

> "An elderly gentleman was sitting in our compartment. He began to talk to us at once, as if we were intimate acquaintances. On the back of his hotel bill he had added up the numerical strength of the European armies and balanced them against each other. He compared the two totals and assured my mother that the spiritual qualities of the German troops compensated for the numerical superiority of the Russians. For in this war spiritual qualities alone would decide the day, and Germany's spiritual qualities were the best in Europe. As a university professor he knew that our youth were ready for the fray, and full of ideals. At last the hour had come when our people could enter on its great world mission."

13. Stalin shows in this speech delivered in 1931 the nationalistic element of Soviet expansion in this distortion of past history (it omits all Russia's victorious wars).

> "To slacken the pace means to lag behind, and those who lag behind are beaten. We do not want to be beaten. No, we don't want to...Old Russia...was ceaselessly beaten for her backwardness. She was beaten by the Mongol Khans, she was beaten by Turkish Beys,

> she was beaten by Swedish feudal lords, she was beaten by Polish-Lithuanian gentry, she was beaten by Anglo-French capitalists, she was beaten by Japanese barons; she was beaten by all—for her backwardness. For military backwardness, for cultural backwardness, for political backwardness, for industrial backwardness, for agricultural backwardness. She was beaten because to beat her was profitable and unpunished... We are fifty or a hundred years behind the advanced countries. We must make good this lag in ten years. Either we do it or they crush us."

14. Hitler's intention to invade Russia, he revealed early, in a speech at Nuremburg in September 1936:

> "If I had the Ural mountains with their incalculable store of treasures in raw materials, Siberia with its vast forests, and the Ukraine with its tremendous wheatfields, Germany under National Socialist leadership would swim in plenty."

15. Fyodor Dostoevsky in The Diary of a Writer written in 1876 expresses the Russian interest in the Slavic nations and his personal vision of Russia's mission to be the leader of all peoples adhering to the Orthodox Church.

> "Today, Russia has already visited Europe and is herself educated. More important still: she has become conscious of her strength--and is, indeed strong. She has also learned wherein she is strongest. Now Russia understands that Constantinople may be ours not at all as her capital, whereas had Peter, two centuries ago, captured Constantinople, he could not have helped but transfer thither his capital--and this would have spelt ruin, since Constantinople is not Russia and could not have become Russia. Even if Peter might have avoided this error, his immediate successors would not have eschewed it. However, if Constantinople may be ours, not as the capital of Russia, it may be ours not as the capital of Slavdom as a whole--as some people are dreaming. Slavdom without Russia would exhaust itself there in its struggle with the Greeks, even in the event that it might succeed in forming from its parts some political whole. But, for the Greeks alone to inherit Constantinople is at present altogether out of proportion. Slavdom with Russia as its head is a wholly different proposition, but whether or not it is a good proposition is again a question. Would it not resemble a political seizure of the Slavs--a thing we do not need at all? Thus, in the name of what,

by virtue of what moral right could Russia claim Constantinople from Europe: Precisely as a leader of Orthodoxy, as its protectress and guardian...a role which unquestionably revealed itself only after Peter the Great, when Russia perceived in herself the strength to fulfill her mission and factually became the real and sole protectress of Orthodoxy and of the people adhering to it."

16. Alexander Herzen, an early Russian socialist, wrote a letter in 1851 to Jules Michelet, in response to an essay by the famous French historian, which had emphasized the backward and depraved nature of the Russian people. The next few quotations are excerpts from Herzen's letter which appear in his book, My Past and Thoughts.

> "The Russian question is assuming immense and fearful proportions; it is the object of interest and anxiety to all parties; but I think that too much attention is paid to Imperial Russia, to official Russia, and too little to the Russia of the people, to voiceless Russia...
>
> Some tell us only of the unlimited power of the Tsar, of the capricious tyranny of his Government, of the slavish spirit of his subjects; others assert, on the contrary, that the Imperialism of Petersburg has nothing in common with the people, that this people, crushed under the twofold despotism of the Government and the landowners, bears the yoke, but is not resigned to it, that it is not crushed, but only unfortunate, and at the same time declare that it is this very people which gives unity and power to the colossal Tsardom that crushes it.
>
> Some add that the Russian people ~~are~~ a contemptible rabble of drunkards and knaves; others maintain that Russia is inhabited by a competent and richly gifted race. It seems to me that there is something tragic in the senile heedlessness with which the old world mixes up the different accounts it hears of its antagonist. In this confusion of contradictory opinions there is apparent so much senseless repetition, such distressing superficiality, such petrified prejudice, that we are involuntarily moved to a comparison with the days of the fall of Rome."

17. A second excerpt from Herzen's letter to Michelet, if presented by itself without explanation, would provide a mystery for the student to guess the many references in the passage (1851).

> "I read your bitter words with deep distress, with melancholy, with anguish in my heart. I confess I looked in vain in them for the historian, the philosopher, and, above all, the tender-hearted man whom we all know and love. I hasten to explain, I fully

understood the cause of your indignation; sympathy for unhappy Poland prompted your words. We, too, deeply cherish this feeling for our Polish brothers, and in us the feeling is not merely one of pity, but of shame, and pangs of conscience. Love for Poland! We all love her, but is it necessary to combine with that feeling hatred for another people as unhappy, a people forced to aid with its fettered hands the misdeeds of its savage Government?"

18. Herzen answers Michelet's claim that Communism is the basis of the life of the Russian people. The passage is of interest because of the nineteenth century reference to Communism as merely the system where groups of peasants live in villages and share the produce from land actually owned by noble proprietors. (1851).

> "You say that 'the fundamental basis of the life of the Russian people is Communism', you maintain that 'their strength lies in their agrarian law, in the perpetual re-division of the land.'
>
> What a terrible, terrible thought has dropped from your lips! Communism--the fundamental basis! Strength resting on re-division of the land! And you were not alarmed at your own words?
>
> Ought we not here to pause, to take thought, to look more deeply into the question, and not to leave it before making certain whether it is a dream or truth?
>
> Is there in the nineteenth century an interest of any gravity which does not involve the question of Communism, the question of the re-division of the land?
>
> With what crime, after all, do you reproach the Russian people? What is the essential point of your accusation?
>
> 'The Russian', you say, 'is a liar and a thief; he is perpetually stealing, he is perpetually lying, and quite innocently--it is in his nature.'
>
> I will not stop to call attention to the sweeping character of your verdict, but will ask you a simple question: who is it that the Russian deceives, from whom does he steal? Who--if not the landowner, the Government official, the steward, the police officer, in fact the sworn foes of the peasant, whom he looks upon as heathens, as traitors, as half Germans? Deprived of every possible means of defense, the peasant resorts to cunning in dealing with his torturers, he deceives them, and he is perfectly right in doing so.

Apart from the Tsar and the clergy every element of government and society is utterly alien, essentially antagonistic to the people. The peasant finds himself in the literal sense of the word an outlaw. The law-court is no protector for him, and his share in the existing order of things is entirely confined to the twofold tribute that lies heavy upon him and is paid in his toil and his blood. Rejected by all, he instinctively understands that the whole system is ordered not for his benefit, but to his detriment, and that the aim of the Government and the landowners is to wring out of him as much labor, as much money, as many recruits as possible. As he understands this and is gifted with a supple and resourceful intelligence, he deceives them on all sides and in everything. It could not be otherwise; if he spoke the truth he would by so doing be acknowledging their authority over him; if he did not rob them (observe that to conceal part of the produce of his own labor is considered theft in a peasant) he would thereby be recognizing the lawfulness of their demands, the rights of the landowners and the justice of the law-courts."

19. Herzen shows himself as an author sympathetic with the peasant plight before their emancipation. A student who identifies the attitude of the author will have done well. (1851).

"The life of the Russian peasantry has hitherto been confined to the commune. It is only in relation to the commune and its members that the peasant recognizes that he has rights and duties. Outside the commune everything seems to him based upon violence. What is fatal is his submitting to that violence, and not his refusing in his own way to recognize it and his trying to protect himself by guile. Lying before a judge set over him by unlawful authority is far more straightforward than a hypocritical show of respect for a jury tampered with by a corrupt prefect. The peasant respects only those institutions which reflect his innate conception of law and right."

20. This account of the self-sufficiency of the peasants in their communes and artels (craft or workers' union) implies considerable approval by the author.

"The problems connected with the measurement of their fields are often inevitably complicated, owing to the perpetual redivision of land, in accordance with the number of taxpayers in the family; yet the difficulties are got over without complaint or resort to the law-courts. The landowners and the Government eagerly seek an opportunity of interference, but that opportunity is not given them. Petty disputes are submitted to the judgment of the elders or of the commune, and the decision is unconditionally accepted by all. It is just the same thing in the artels. The artels are often made up of several hundred workmen, who form a union for a definite period--for instance, for a year. At the expiration of the year the workmen divide their wages by common agreement, in accordance with the work done by each. The police never have the satisfaction of meddling in their accounts. Almost always the artel makes itself responsible for every one of its members.

The commune has saved the Russian people from Mongol barbarism and Imperial civilization, from the Europeanized landlords and from the German bureaucracy. The Communal system, though it has suffered violent shocks, has stood firm against the interference of the authorities; it has successfully survived to the development of socialism in Europe. This circumstance is of infinite consequence for Russia."

21. Rostislav A. Fadieev may be identified as an author who wrote on political questions during the reign of Alexander II "with the permission of the censorship." The disputed ground referred to in the passage is Poland. Interestingly the last great Aryan race "is not German but Slavic in this passage. The quotation is taken from a pamphlet published in 1869, Opinion on the Eastern Question.

> "Russia's chief enemy is by no means Western Europe, but the German race with its enormous pretensions. The victory will be on the side of him who first gets the upper hand in that disputed ground--Slavonic by race and German by political geography--which divides two powerful nations. When the unity of the German race is completed in the bounds it has proudly assigned to itself, and when it begins to Germanize the Slavonians by Prussian measure, it will be too late to go to law. The Slavs outside of the boundaries of Russia will be its sacrifice. At the same time the fate of the last great Aryan race will be sealed, with all that it promised for humanity, together with the fate of those political fragments of the orthodox world still preserved outside of Russia, and the import of Russia's history, with which no nation can part with punity."

22. Fadieev continues asserting hereditary claims to rule over the Balkans and Constantinople. The passage is typical of expansionist fervor in Russia in the second half of the nineteenth century. (1869).

> "...When the great Eastern family shall have arisen, its union can only be consolidated by a community of family thrones in one dynasty. Every Russian, as well as every Slav and every Orthodox Christian, should desire to see chiefly the Russian reigning House cover the liberated soil of Eastern Europe with its branches, under the supremacy and lead of the Tsar of Russia, long recognized, in the expectation of the people, as the direct heir of Constantine the Great. The isolation of the Eastern world of Europe, of which the foundations were laid in days of antiquity, is only now bearing fruit, after the lapse of fifteen hundred years...Russia grew up apart from the Union, which therefore remained fruitless."

23. Fadieev finishes by sentimentalizing Russian Imperialism in Eastern Europe. (1869).

> "When, however, the idea of Pan-Slavism becomes a State idea, it will dazzle all like lightning; there will then also be no need for secrecy. Russian affairs will be in a fair way, only when the peasant women on the banks of the Moldau or on the slopes of the Balkans shall hush their children to sleep, saying, 'Don't cry, the Russians are coming soon to help us, and they will bring you lollipops.' "

24. Friedrich Engels wrote this selection in 1890 as part of book written by him and Marx, The Russian Menace to Europe. He shows himself as quite hostile to the regime of the Czars. The passage suggests that Engels believed there was a conspiracy among the Russian foreign service to gain and maintain power.

> "And foreign policy is unquestionably the side on which Czarism is strong, very strong. The Russian diplomatic corps forms, so to speak, a modern Jesuit order, powerful enough in case of necessity to overcome even the whims of the Czar and to become master of the corruption within Russia, in order to disseminate it abroad the more plentifully....It is this secret society, recruited originally from foreign adventurers, which has raised the Russian empire to its present plenitude of power. With iron perseverance, eyes set fixedly on the goal, not shrinking from any breach of faith, any treason, any assassination, any servility, distributing bribes lavishly, never over-confident following victory, never discouraged by defeat, over the dead bodies of millions of soldiers and at least one Czar, it is this gang--as talented as it is without conscience--rather than all the Russian armies put together which has extended the Russian boundaries from the Dnieper and Dvina

> beyond the Vistula, to the Pruth, the Danube and the Black Sea, from the Don and Volga beyond the Caucasus and to the source of the Oxus and Iaxartes Rivers; it is this gang which has made Russia great, powerful and feared, and has opened up for it the way to world domination..."

25. Engels expresses his fervor for revolution in this passage and suggests that twenty-seven years before the 1917 revolutions a number of people sought the overthrow of Czarism devoutly.

> "And here we come to the crux of the matter. The internal development of Russia since 1856 supported by governmental policy has had its effect; the social revolution has taken gigantic steps forward; Russia is becoming daily more westernized; heavy industry, railroads, the conversion of all charges in kind into money payments and the accompanying loosening of the old bases of society are developing with increasing rapidity. But the incompatibility of absolutist Czarism with the newly evolving society grows in the same proportion. Constitutional and revolutionary opposition parties are being formed and the regime can dominate them only through increased brutality. And the Russian diplomatic corps sees with consternation approach the day when the Russian people will take part in the debate and when the settling of its own internal affairs will not leave enough time or inclination to keep it occupied with such trifles as the conquest of Constantinople, India, and world domination. The revolution which in 1848 halted at the Polish frontiers, is now knocking at Russia's gates, and it already has enough allies in the interior, who are merely waiting for the occasion to open the gate.
>
> To be sure, if one reads the Russian papers, one could believe that all Russia is enthusiastically supporting the Czarist policy of conquest; there all is chauvinism, Panslavism, emancipation of the Christians from the Turkish and of the Slavs from the German-Magyar yoke. But in the first place, everyone knows in what chains the Russian press lies bound; in the second place the regime has nourished this chauvinism and Panslavism for years in all the schools; and thirdly, those papers which express an independent opinion at all are voicing the sentiments of the city population, that is, the newly-formed bourgeoisie, which is naturally interested in new conquests as an expansion of the Russian market. But this city population forms a vanishing minority in the whole country. As soon as a national assembly gives the vast majority of the Russian people, the peasant population, an opportunity to raise its voice, very different things will be heard..."

26. Appeal from the People's Commissariat for Foreign Affairs to the Toiling, Oppressed, and Exhausted Peoples of Europe--December 19, 1917.

> "Down with the war! Down with its authors! The Governments opposing peace and the Governments masking aggressive intentions behind talk of peace must be swept away. The workers and soldiers must wrest the business of war and peace from the criminal hands of the bourgeoisie and take it into their own hands. We have the right to demand this from you, because this is what we have done in our own country. This is the only path to salvation for you and for us. Close up your ranks, proletarians of all countries, under the banner of peace and the social revolution!"

27. This excerpt from The World Crisis--1918-1928: The Aftermath by Winston Churchill appraises favorably the Russian contribution to World War I.

> "At the beginning of the war France and Britain had counted heavily upon Russia. Certainly the Russian effort had been enormous. Nothing had been stinted; everything had been risked. The forward mobilization of the Imperial Armies and their headlong onslaught upon Germany and Austria may be held to have played an indispensable part in saving France from destruction in the first two months of the war. Thereafter in spite of disasters and slaughters on an unimaginable scale Russia had remained a faithful and mighty ally. For nearly three years she had held on her fronts considerably more than half of the total number of enemy divisions, and she had lost in this struggle nearly as many men killed as all the other allies put together. The victory of Brusilov in 1916 had been of important service to France and still more to Italy; and even as late as the summer of 1917, after the fall of the Czar, the Kerensky Government was still attempting offensives in aid of the common cause. The endurance of Russia as a prime factor, until the United States had entered the war, ranked second only to the defeat of the German submarines as a final turning-point of the struggle."

28. Churchill expresses an early (1929) view of the Soviet regime as a "nameless beast."

> "Just when the worst was over, when victory was in sight, when the fruits of measureless sacrifice were at hand, the old Russia had been dragged down, and in her place there rules 'the nameless beast' so long foretold in Russian legend. Thus

the Russian people were deprived of Victory, Honor, Freedom, Peace and Bread. Thus there was to be no Russia in the Councils of the Allies--only an abyss which still continues in human affairs."

29. This letter from David Lloyd George to Philip Kerr is dated February 16, 1919. When some observers of the Russian Revolution saw in it a threat to other nations some established authorities were, as Lloyd George, reluctant to commit their nations.

> "See Churchill and tell him...I trust he will not commit us to any costly operations which would involve any large contribution either of men or money...
>
> The main idea ought to be to enable Russia to save herself if she desires to do so; and if she does not take advantage of opportunity, then it means either that she does not wish to be saved from Bolshevism or that she is past saving. There is only one justification for interfering in Russia--that Russia wants it. If she does, then Kolchak, Krasnov and Denikin ought to be able to raise much larger force than Bolsheviks. This force we could equip, and a well-equipped force of willing men would soon overthrow Bolshevik army of unwilling conscripts especially if whole population is against them.
>
> If, on the other hand, Russia is not behind Krasnov and his coadjutors, it is an outrage on every British principle of freedom that we should use foreign armies to force upon Russia a Government which is repugnant to its people."

30. General Kolchak, commander of the white armies in the counter-revolutionary effort, agrees to all conditions which Clemenceau, Lloyd George, Orlando, Wilson, and Saionji had set forth before they would give support.

> " 'I should not retain power one day longer than required by the interests of the country; my first thought at the moment when the Bolsheviks are definitely crushed will be to fix the date of the election of the Constituent Assembly....I shall hand over to it all my power in order that it may freely determine the system of government; I have, moreover, taken the oath to do this before the Supreme Russian Tribunal, the guardian of legality. All my efforts are aimed at concluding the civil war as soon as possible by crushing Bolshevism in order to put the Russian people in a position to express its free will.' "

31. Lenin, quoted by Stalin in 1924 to support the policy of carrying on "socialism in one country", rather than waiting for world revolution to develop as Trotsky had urged.

> "Uneven economic and political development (says Lenin) is an absolute law of capitalism. Hence, the victory of socialism is possible first in several or even in one capitalist country, taken singly. The victorious proletariat of that country, having expropriated the capitalists and organized its own socialist production, would stand up against the rest of the world, the capitalist world, attracting to its cause the oppressed classes of other countries, raising revolts in those countries against the capitalists, and in the event of necessity coming out even with armed force against the exploiting classes and their states. (For) the free union of nations in socialism is impossible without a more or less prolonged and stubborn struggle by the socialist republics against the backward states. (V. I. Lenin, Selected Works, Vol. V, p. 141.)

32. On the day after the German invasion of Russia on June 22, 1941 Churchill addresses the British people.

> "The Nazi regime is indistinguishable from the worst features of Communism. It is devoid of all theme and principle except appetite and racial domination. It excels all forms of human wickedness in the efficiency of its cruelty and ferocious aggression. No one has been a more consistent opponent of Communism than I have for the last twenty-five years. I will unsay no word that I have spoken about it. But all this fades away before the spectacle which is now unfolding. The past, with its crimes, its follies, and its tragedies, flashes away. I see the Russian soldiers standing on the threshold of their native land, guarding the fields which their fathers have tilled from time immemorial. I see them guarding their homes where mothers and wives pray--ah, yes, for there are times when all pray--for the safety of their loved ones, the return of the breadwinner, of their champion, of their protector. I see the ten thousand villages of Russia where the means of existence is wrung so hardly from the soil, but where there are still primordial human joys, where maidens laugh and children play. I see advancing upon all this in hideous onslaught the Nazi war machine, with its clanking, heel-clicking, dandified Prussian officers, its crafty expert agents fresh from the cowing and tying-down of a dozen countries. I see also the dull, drilled,

docile, brutish masses of the Hun soldiery plodding on like a swarm of crawling locusts. I see the German bombers and fighters in the sky, still smarting from many a British whipping, delighted to find what they believe is an easier and a safer prey."

33. Khrushchev in his "Report of the Central Committee of the Communist Party of the Soviet Union to the 20th Party Congress, February 14, 1956" spoke these words estimating Communist world strength.

> "The steady consolidation of the forces of socialism, democracy and peace, and of the forces of the national-liberation movement is of decisive significance. The international position of the Soviet Union, the People's Republic of China, and the other socialist countries has been further strengthened during this period, and their prestige and international ties have grown immeasurably. The international camp of socialism is exerting ever-growing influence on the course of international events."

34. In the same speech Khrushchev enunciated his views on peaceful coexistence.

> "When we say that the socialist system will win in the competition between the two systems--the capitalist and the socialist--this by no means signifies that its victory will be achieved through armed interference by the socialist countries in the internal affairs of the capitalist countries. Our certainty of the victory of communism is based on the fact that the socialist mode of production possesses decisive advantages over the capitalist mode of production. Precisely because of this, the ideas of Marxism-Leninism are more and more capturing the minds of the broad masses of the working people in the capitalist countries, just as they have captured the minds of millions of men and women in our country and the People's Democracies. We believe that all working men in the world, once they have become convinced of the advantages communism brings, will sooner or later take the road of struggle for the construction of socialist society. Building communism in our country, we are resolutely against war. We have always held and continue to hold that the establishment of a new social system in one or another country is the internal affair of the peoples of the countries concerned. This is our attitude, based on the great Marxist-Leninist teaching..."

35. In a speech given at the Anniversary Session of the Ukraine Republic Supreme Soviet Khrushchev boasts of economic advances under Communism.

> "If we exclude the years of the Civil War, the reconstruction period and the Patriotic War, then in the 22 peaceful years we increased industrial output by an average 16.2% per year, while the United States increased it 2.8%, Britain 3.2% and France 3%. This means that in one year we registered as large a rate of increase as the capitalist countries do in five to six years."

36. Khrushchev reports Lenin's alleged final testament warning about Stalin.

> " 'Stalin is excessively rude, and this defect, which can be freely tolerated in our midst and in contacts among us Communists, becomes a defect which cannot be tolerated in one holding the position of the Secretary General. Because of this, I propose that the comrades consider the method by which Stalin would be removed from this position and by which another man would be selected for it, a man who, above all, would differ from Stalin in only one quality, namely, greater tolerance, greater loyalty, greater kindness and more considerate attitude toward the comrades, a less capricious temper, etc.' "

37. Khrushchev denounces Stalin to the 20th Congress of the Communist Party. (11956).

> "You see to what Stalin's mania for greatness led. He had completely lost consciousness of reality; he demonstrated his suspicion and haughtiness not only in relation to individuals in the USSR, but in relations to whole parties and nations..."

38. Milovan Djilas, an independent Yugoslavian Marxist, wrote this denunciation of the Hungarian Revolution in 1956 and was subsequently imprisoned for three years.

> "It is no longer possible to stop the struggle of the people of Eastern Europe for independence,and only with great effort their struggle for freedom. These two struggles are gradually becoming one. If Moscow's imperialism suffers defeat and is prevented from war adventures, the USSR, too, will have to undergo considerable internal changes. For, just as it is compelled to be national in its forms, in essence Communism is one and the same, with the same historical origins and the same destiny.

The events in one Communist country necessarily affect all other Communist countries, as in one and the same living organism. And just as Yugoslav Communism, separating itself from Moscow, initiated the crisis of Soviet imperialism, that is, the inevitable birth of national Communism, in the same way the revolution in Hungary means the beginning of the end of Communism generally.

As in all other great and decisive historic events, the Hungarian fighters for freedom, struggling for their existence and country, may not have foreseen what an epochal deed they had initiated. The world has rarely witnessed such unprecedented unity of the popular masses and such heroism. The unity of the popular masses was so strong that it appears as though there had been no civil strife, as though a ruling class had not been wiped out overnight as if it never existed. And the heroic intoxication was so high that barehanded boys and girls were stopping the tanks of the interventionists who, like the Cossacks of Nicholas I in 1848, tried to suppress their liberty and enslave their country.

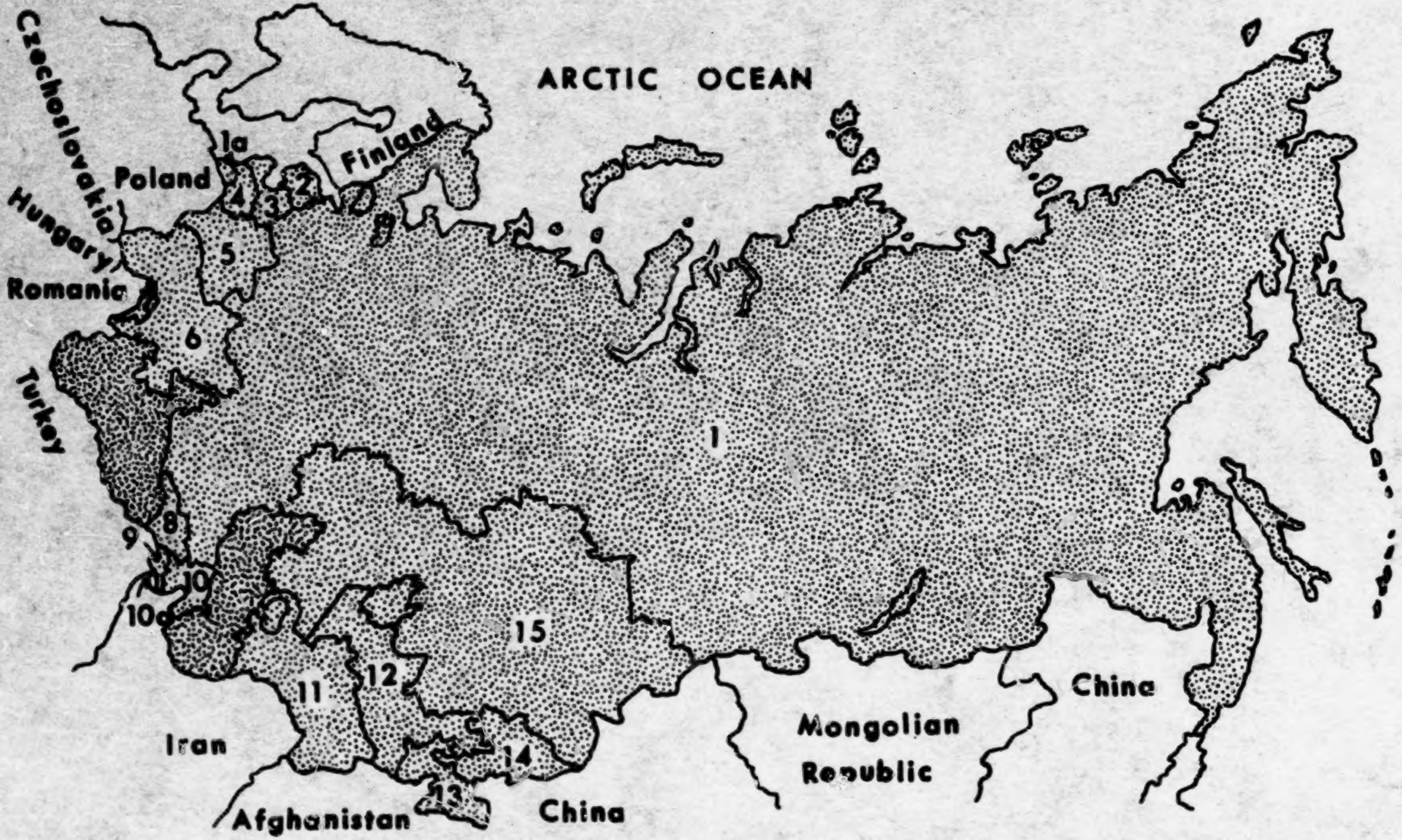
This event will probably not be repeated. But the Hungarian Revolution blazed a path which sooner or later other Communist countries must follow. The wound which the Hungarian Revolution inflicted on Communism can never be completely healed. All its evils and weaknesses, both as Soviet imperialism and as a definite system of suppression, had collected on the body of Hungary, and there, like festering sores, were cut out by the hands of the Hungarian people.

I do not think that the fate of the Hungarian Revolution is at all decisive for the fate of Communism and the world. World Communism now faces stormy days and insurmountable difficulties, and the peoples of Eastern Europe face heroic new struggles for freedom and independence."

Additional passages of value may be found in Studying Civilization: A Guide to World History and Its Implications, Volume 2, by T. Walter Wallbank, Scott Foresman and Company, 1961.

The following sections are relevant to Russian history:

P.	28	Catherine the Great's Instructions
P.	68	Kropotkin's Memoirs
P.	95	Memoirs of Count Witte
P.	96	Li-Hung Chang's Memoirs
P.	106	The Credo of Russia's Big Five
P.	115	Father Gapon's Petition
P.	116	The First Duma
P.	116	Memoirs of Count Witte
P.	143	Russian Land Decree of 1917
P.	144	Trotsky's Autobiography
P.	165	Treason Trials in the Soviet Union
P.	176	Cult of Stalinism



Union of Soviet Socialist Republics

1 & 1a	Russian Soviet Federated Socialist Republic				
2	Estonian S.S.R.	7	Moldavian S.S.R.	12	Uzbek S.S.R.
3	Latvian S.S.R.	8	Georgian S.S.R.	13	Tadzhik S.S.R.
4	Lithuanian S.S.R.	9	Armenian S.S.R.	14	Kirghiz S.S.R.
5	Belorussian S.S.R.	10 & 10a	Azerbaijan S.S.R.	15	Kazakh S.S.R.
6	Ukrainian S.S.R.	11	Turkmen S.S.R.		

Studying the Geography of the U.S.S.R.

IV. STUDYING THE GEOGRAPHY OF THE U.S.S.R.

In this section the following areas are treated: References for the study of the geography of the USSR, exercises in drawing maps, making topic outlines, and studying history through geography.

REFERENCES:

For a comprehensive study of Russia's geography and history through maps, see "Soviet Union in Maps" by Denoyer-Geppert Co. See also:

Location:

1. Filmstrip History of Russia, Part I, Slides 3-4
2. Neighbors Across the Seas, pp. 112 ff.
3. Eastern Lands, section 114
4. The Old World and Its Gifts, pp. 422-423
5. Soviet Union, (Fideler), Chap. 1
* 6. Exploring the Old World, p. 283
* 7. Eurasia, pp. 257-258
* 8. The Changing Old World, pp. 241-242
# 9. Your World and Mine, pp. 271-272
#10. Living Together as World Neighbors, pp. 204-206
#11. Europe and the U.S.S.R., pp. 262-266
#12. Life World Library, Russia, ch. 1
#13. First Book of the Soviet Union, pp. 11-13

Geographic and Political Regions:

1. Filmstrip History of Russia, Part I, Slides 7-21
2. Neighbors Across the Seas, pp. 123 ff., ch. 8 of Unit III.
3. Eastern Lands, section 114
4. The Old World and Its Gifts, pp. 424-426
5. Soviet Union, (Fideler), ch. 1
* 6. Exploring the Old World, pp. 283-287
* 7. Eurasia, pp. 275-286
* 8. The Changing Old World, pp. 246-252
# 9. Your World and Mine, p. 287
#10. Living Together as World Neighbors, pp. 207-209
#11. Soviet Union in Maps, pp. 14-15
#12. First Book of the Soviet Union, pp. 11-13
#13. Soviet Union - A Guidebook for Tourists, pp. 34-35

* Two copies of each of these titles may be borrowed from the Education Center Curriculum Library, Room 209.
# These books may be obtained from your school librarian.

Climate:

1. Soviet Union, (Fideler), ch. 2
* 2. Eurasia, pp. 259-260
* 3. The Changing Old World, p. 246
# 4. Europe and the U.S.S.R., p. 267
# 5. Soviet Union in Maps, pp. 12-13

Water and Land Forms:

# 1. Soviet Union in Maps

Resources

1. Neighbors Across the Seas, ch. 9 of Unit III, pp. 139 ff.
2. Eastern Lands, section 115
3. Soviet Union, (Fideler), chs. 7-11
* 4. Exploring the Old World, pp. 290-294
* 5. Eurasia, pp. 261-275 done on the basis of cities
* 6. The Changing Old World, pp. 282-285
# 7. Your World and Mine, pp. 297-302
# 8. Living Together as World Neighbors, pp. 224-228
# 9. Europe and the U.S.S.R., pp. 276-287
#10. The Meaning of Communism, ch. 5
#11. Soviet Union in Maps, pp. 16-17 and 24-32
#12. Life World Library Russia, ch. 1, 4, and 5

Cities

1. Eastern Lands, section 119
2. Soviet Union, ch. 12
* 3. Exploring the Old World, pp. 295-296
# 4. Living Together as World Neighbors, pp. 217-224, and 229-234
# 5. Europe and the U.S.S.R., pp. 272-275
# 6. Soviet Union - A Guidebook for Tourists, pp. 34-35

Culture

# 1. Soviet Union in Maps; Language p. 22, Races p. 23

MAP DRAWINGS

What the Map Tells Us About the U.S.S.R.

1. Outline heavily in pencil the borders of the USSR.
2. Print neatly the names of the nations bordering the USSR.
3. Trace over the rivers of the USSR in ink and print their names in pencil.
4. Print the names of all the water areas surrounding the USSR.
5. Locate the following cities of the USSR by using dots and a number with a key as follows:
    1. Arkhangelsk
    2. Baku
    3. Gorki
    4. Igarka
    5. Irkutsk
    6. Kharkov
    7. Kiev
    8. Magnitorgorsk
    9. Murmansk
    10. Novosibirsk
    11. Odessa
    12. Riga
    13. Stalino
    14. Sverdlovsk
    15. Tashkent
    16. Vladivostok
    17. Yakutsk
6. Indicate the location of Moscow by drawing a circle with a cross in it and printing its name on the map.
7. Indicate the location of the following Mountain ranges neatly with the following symbol ⋀⋀ and print the name of the range underneath the symbol.
    - a. Ural Mountains
    - b. Caucasus
    - c. Pamirs
    - d. Tien Shan
    - e. Stanovoi
8. Locate the following inland water areas.
    - a. Aral Sea (Lake Aral)
    - b. Caspian Sea
    - c. Sea of Azov
    - d. Lake Balkhash
    - e. Lake Baikal (Baykal)

Map Questions to Answer

1. Between what parallels does the USSR lie?____________________
2. Between what meridians?____________________________________

3. Yalta on the Black Sea is at about what latitude?______________

4. What are 3 large U. S. cities at about the same latitude?
___________________. ___________________. ___________________.

5. Yalta is in the Crimea, which is often called the "Southern California of the USSR" because of its warm climate. Give two reasons why the Yalta is warmer than the 3 U.S. cities at the same latitude.

A.____
B.____

6. According to Plate XV in NAS, and the wall maps and the globe, between what elevations is most of the land of the USSR?

7. Which are the highest mountains in the USSR?

8. The Russian Republic of the USSR now includes the Karelo-Finnish Republic and is called the Russian Soviet Federated Socialist Republic. (RSFSR for short). What are the names of the 9 other Soviet "Republics" west of the Caspian Sea?

a.___________________________________

b.___________________________________

c.___________________________________

d.___________________________________

e.___________________________________

f.___________________________________

g.___________________________________

h.___________________________________

i.___________________________________

Map Studies

This list covers all geographical features on Denoyer Geppert Map #18052. It may serve as a review for both world and Russian geography. It should be edited at the discretion of the teacher to suit his or her particular needs.

Rivers

- Ob
- Khatanga
- Lena
- Pechora
- Indigirka
- Omolon
- Kalyma
- Anadyr
- Nizhnyaya
- Polkamennaya
- Taz
- Elbe
- Vistula
- Vilyuy
- Tavda
- Irtysh
- Tobol
- Ishim
- Lli
- Tigris
- Euphrates
- Aldan
- Don
- Daugava
- Niemer
- Oder
- Svir
- Yellow
- Danube
- Dnepr
- Volga
- Ural
- Dniester
- Oxus
- Shatt-al-Arab
- Indus
- Sungari
- Angara
- Yangtze
- Brahmaputra
- Amur

Islands

- Spitzbergen
- Franz Josef
- Severnya Zemlya
- Novosibirskiye
- Wrangel
- St. Lawrence
- Kuril
- Sakhalin
- Hokkaido
- Shikoku
- Kyushu
- Honshu
- Iceland
- Greenland
- Nova Zemlya
- Karagin
- Cyprus
- England
- Komandorskiye
- Shetland
- Ryukyu

Bays & Gulfs

- Ob Bay
- Gulf of Shelekhov
- Gulf of Anadyr
- Persian Gulf
- Gulf of Bothnia
- Laichow Bay
- Gulf of Finland
- Peter the Great Bay
- Gulf of Riga
- Cheshkaya
- Mezen
- Dvinskava
- Chihli Bay
- Karkiniskiye

Seas

- Greenland
- Norwegian
- Queen Victoria
- Barents
- Kara
- Laptev
- East Siberian
- North
- Bering
- Okhotsk
- Japan
- Yellow
- East China
- Aral
- White
- Black
- Red
- Caspian
- Mediterranean
- Azov
- Marmora
- Aegean

Plateaus

- Iran
- Mongolia
- Aldena
- Cent. Sib. Uplands
- West Sib. Lowlands
- Caspian Depression
- Tibet
- Ust-Yurt

Lakes

- Baykal
- Balkash
- Chany
- Tengiz
- Ghelkar Tengiz
- Taymyr
- Ladoga
- Onega
- Ubsa Nuur

Mountains

- Cherskiy
- Verkhoyansk
- Kunlun
- Hindu Kush
- Stanovoi
- Koryak
- Tsin Ling Shan
- Sayan
- Altai
- Alty Ntagh
- Karakoram
- Elburz
- Silkhote Alin
- Greater Khingan
- Lesser Khingan
- Carpathians
- Caucusus
- Urals
- Alps
- Tarus
- Himalyas
- Trans Himalaya
- Sikhota Atin
- Yablonoi

Straits

- Tartar
- Bering
- Korea
- Soya
- Long
- Denmark
- Kuril
- Tsugaru

Deserts

- Gobi
- Kyzyl Kum
- Kara Kum
- Dasht Kavin
- Tibet
- Red Desert

GEOGRAPHICAL REFERENCES IN TEXTS

List of Cities found in: Eastern Lands, The Old World and Its Gifts, World Ways, and Neighbors Across the Seas.

This list includes cities in the Soviet satellited and other nearby countries. It should be edited at the discretion of the teacher to suit his or her particular needs.

Be prepared to locate each of the following and state its importance.

Prague
Warsaw
Bucharest
Tambov
Murmansk
Gorki
Astrakhan
Omsk
Novosibirsk
Barovsk
Moraska
Debrecen
Belgrade
Minsk
Frunze
Yakutsk
Lwow
Baghdad
Yalta
Vienna
Stettin
Constanta
Kiev
Odessa
Stalingrad
Tiflis
Krasnovodsk
Krasnoyarsk
Okhotsk
Ostrava
Pizen
Sofia
Korvno
Kurgan
Batum
Berlin
Ploesti
Varna
Budapest
Danzig
Leningrad
Magnitorgorsk
Archangelsk
Kazan
Baku
Samarkand
Irkutsk
Pozen
Bratislava
Breslau
Sevastopol
Konigsberg
Vilinus
Tashkent
Kosice
Kaunas
Teheran
Krakow
Gdynia
Moscow
Helsinki
Kharkov
Kuibyshev
Sverdlovsk
Tomsk
Vladivostok
Szeged
Lodz
Kherson
Riga
Komsomolsk
Tallin
Constantinople
Memel

TOPIC OUTLINES

Neighbors Across the Seas

The Geography of This Land, Pages 123-131

Outline this section. The six main geographical regions will be the six main points. Give descriptive facts of each region....location, weather, products, a city, a river, importance, ports, and any other pertinent facts you wish. (In the guide the outline is completed, but the student should receive only the structure and overall topics.)

Geography of the U.S.S.R.

I. Seas
  A. Barents Sea - Europe
  B. White Sea - Europe
  C. Baltic Sea - Europe
  D. Black Sea - Europe - Asia
  E. Sea of Azov - Europe
  F. Caspian Sea - Europe - Asia
  G. Aral Sea - Asia
  H. Sea of Japan - Asia
  I. Sea of Okhotsk - Asia

II. Lakes
  A. Lake Balkhash - Asia
  B. Lake Baykal - Asia

III. Rivers
  A. Ural River
  B. Don River
  C. Dnieper River - Asia
  D. Volga River - Europe
  E. Ob River - Asia
  F. Yenesei River - Asia
  G. Lena River - Asia

IV. Mountains
  A. Caucasus Mountains - Europe
  B. Altai Mountains - Asia
  C. Ural Mountains - Asia - Europe
  D. Tienchen Mountains - Asia

Vegetation Belts of the U.S.S.R.

I. Tundra extends along the Arctic Ocean.
  A. Climate
    1. Long bitter cold winter
    2. Ground frozen most of the year
  B. Products
    1. Only moss and lichens, no trees
    2. A few fur-bearing animals
    3. Reindeer
  C. People
    1. Mongols
    2. Finns or Lapps
    3. Eskimo types
    4. Primitive types

II. Forest extends from Finnish border to Pacific.
  A. Climate
    1. Long bitter cold winter - frozen rivers
    2. Summer too short for grain to ripen
  B. Products
    1. Lumber
    2. Furs
    3. A few vegetables
  C. People
    1. Mongols
    2. Primitive Eskimo types
    3. Most are sent by government - political prisoners
    4. Occupations - hunting, fishing, woodcutting

III. Black-soil extends from Black Sea to Gulf of Finland and eastward into Siberia - 1/8 of land.
  A. Climate
    1. Cold winters
    2. Hot summers
  B. Products
    1. Fertile soil produces oak, ash, maple and fir
    2. Potatoes, cabbage, rye, wheat, oats
    3. Cattle and sheep
  C. People
    1. White Russians, Slavs, Baltic people
    2. Farmers on collective farms
    3. Live in small villages

IV. Steppes extend from Black Sea to central Asia.
  A. Climate
    1. Not enough rain for trees
    2. Enough rain only for grass and some grain
    3. Cold winters, hot summers
  B. Products
    1. Most important - wheat (several kinds)
    2. Some cattle and horses
  C. People
    1. Cossacks
    2. Homes are mud or sod houses
    3. Farmers on government experimental farms

V. Desert surrounds Caspian Sea
  A. Climate
    1. Hot and dry in summer
    2. Cold in winter
  B. Products
    1. Camels
    2. Sheep
  C. People
    1. Nomads
    2. Few in number - Mongols

VI. Mountains of Southern Russia
  A. Climate
    1. Plenty of rain in Caucasus Mountains
    2. Light rainfall around Caspian Sea
    3. Warm weather
  B. Products
    1. Caucasus Mountains
      a. Tea, tobacco, cotton
      b. Citrus, bamboo
    2. Caspian Sea
      a. Cotton, corn, wheat, rice
      b. Sugar beets, melons, small fruits
      c. Sheep where there is no irrigation
      d. Oil at Baku - most valuable in USSR
  C. People
    1. Farmers, herders, oil workers
    2. Many towns and cities

Important Cities in Russia

- I. Europe
  - A. Moscow
    - 1. Has a population of 4,150,000
    - 2. Capital of Russia
    - 3. Largest Russian city
    - 4. Second largest city of Europe
    - 5. Railroad center
    - 6. Produces shoes and textiles
  - B. Leningrad
    - 1. Has a population of 3,200,000
    - 2. Second largest city in Russia
    - 3. Important port
    - 4. Center for lumber and other wood products
    - 5. Built by Peter the Great
    - 6. Called his "Window to the West"
    - 7. First called St. Petersburg, then Petrograd, now Leningrad
    - 8. Was a capital in the time of Peter the Great
  - C. Baku
    - 1. Located on the Caspian Sea
    - 2. Third in population
    - 3. Known for oil
  - D. Kiev
    - 1. Fourth in size
    - 2. Manufactures flour, sugar, tobacco and machinery
  - E. Kharkov
    - 1. Ranks fifth in size
    - 2. Manufactures flour, sugar, tobacco and machinery
  - F. Arkhangelsk
    - 1. A seaport on the north coast
    - 2. Frozen most of the year
    - 3. Important during World War II
  - G. Murmansk
    - 1. Was used more than Arkhangelsk during World War II
    - 2. Is not frozen because of the warm North Atlantic Drift
  - H. Odessa
    - 1. A port on the Black Sea
    - 2. Has the record of a leading Russian sea port
    - 3. Wheat is principal export

- I. Sevastopol
    - 1. Much of the Crimean War took place on this peninsula, where the city is located.
    - 2. Now it is a pleasure resort.
    - 3. History can be traced back the farthest of any other city
- J. Stalingrad
    - 1. Located on the Volga
    - 2. Equidistant from the Caspian Sea and the Sea of Azov
    - 3. Named after Stalin; name recently changed to Volgograd
- K. Gorki
    - 1. Originally called Novgorod
    - 2. Famous for its annual fair
- L. Kuibyshev
    - 1. Located on the Volga
    - 2. When Russians were retreating from the Germans, factories and government were moved to Kuibyshev
- M. Batumi
    - 1. Located on the Black Sea
    - 2. Is famous for oil

II. Asia

- A. Sverdlovsk
    - 1. Located near the Ural Mountains
    - 2. Noted for steel
- B. Magnitogorsk
    - 1. Also noted for steel
- C. Omsk
    - 1. A new industrial city
- D. Novosibirsk
    - 1. A new industrial city
- E. Tashkent
    - 1. Located in Turkestan
- F. Vladivostok
    - 1. Located at the end of the Trans-Siberian Railway

HISTORY THROUGH MAPS

Study Guides to Accompany Soviet Union in Maps,
Dennoyer-Geppert Co., 1961

The series of questions presented in this section are designed to show how a teacher may proceed inductively with bright students in the study of maps of the Soviet Union.

"Early Russia in the 13th Century"

1. Trace the route of Rurik and the Vikings from Sweden to Constantinople.
   (Baltic Sea, Gulf of Finland, Neva River, Lake Ladoga, Volkhov River, Lake Ilmen, an unnamed river, over land to the Dnepr River, the Dnepr River, the Black Sea, an unnamed strait = Bosporus)

2. Why do you suppose the route turned so sharply to the east in the Smolensk section?
   (Water routes were exhausted. There may have been mountain barriers.)

3. What are some possible explanations of why the Tatar invasions of 1238 and 1242 ended abruptly at Sarai Batu on the Volga?

4. What do Galicia, Polotsk, Smolensk, Novgorod-Severski, and Vladimir Suzdal have in common?
   (They are principalities of Russia)

5. What do you suppose a principality was?
   (A place ruled over by a prince)

6. What can you infer about the Republic of Novgorod from its northeastern area falling under the name, "Principalities of Russia"?
   (Novgorod was another principality)

7. To what extent was it proper to say that Russia was a country in the 13th century?
   (There were many separate principalities identified on the map)

8. How can you explain that the name "Khanate of the Golden Horde" overlaps "Principalities of Russia"?

9. From the map, what do you suppose was the status of each of these:

   A. Teutonic Knights
      (A group of knights who ruled around Livonia)
   B. Silesia
      (An area west of Poland included in the Holy Roman Empire)
   C. Liegnitz
      (A city and battlefield in Silesia, the farthest point of Tatar advance)
   D. Transylvania
      (An area in the Kingdom of Hungary, perhaps ruled by a duke or count who might have been a vassal of the king)
   E. Nicaea,
      (Empires in Asia Minor
   F. Vlachs, Cumans, Al
      (Tribes not ruled over by a Slavic prince)
   G. Kipchaks
      (Perhaps nomads too were interspersed with other tribes such as Cumans)
   H. Volga Bulgars
      (Perhaps a tribe which had remained in the same area for some time)

"The Emergence of the Moscow Principality"

1. Two kinds of green are shown in the legend, but three kinds are shown on the map. How do you explain the green area which contains the battle of Kulikovo?
   (Part of Novgorod)

2. How can you explain that the two sections of Novgorod are separate?
   (Perhaps the separateness shows that frontiers were not always fortified or clearly defined)

3. What does the map suggest is the reason why the Moscow Principality was enlarged by acquisitions from 1261 to 1462?
   (No information furnished)

4. How is Wallachia identified on the previous map - "Early Russia in the 13th Century" ?
   (Part is Vlachs)

5. What change has apparently happened in Wallachia?
   (Hungary has annexed it)

6. What inferences can you draw about the change in Wallachia?
   (Hungary was a powerful and aggressive kingdom in the fourteenth century)

7. What change occurred in Polotsk and Smolensk from the 13th to the 15th centuries?
   (Incorporated by Lithuania)

8. What has happened to the town of Azov?
   (Annexed by Genoa)

9. What inference can you draw from the ownership of Azov in the 15th century?
   (The Genoese have extended their bases or markets deep into southern Russia)

"Russian Expansion in Asia in the 19th Century to 1914"

1. From 1725-1815 where, in Europe or Asia, was the area of greater Russian expansion?
   (Europe)

2. Name two countries which Russia acquired whole or in part during the period 1725 to 1815?
   (Finland, Poland)

3. On what sea did Russia acquire territory from 1725 to 1815 that would give her warm water ports leading to southern Europe?
   (Black Sea)

4. In the area northwest of Lake Aral is shown as 1731-1824. How can you explain that the color isn't the green of the period 1725-1815?
   (Perhaps the Russians had been aggressive in the area for about a hundred years but did not complete the annexation until 1824)

5. What does Russian acquisition of the southern part of Novaya Zemlya and the eastern tip of Siberia during the 1725-1815 period show?
   (That Russian officials were anxious to expand in even the most remote places)

6. What, do you suppose Samoyeds, Ostyaks, Tunguses, Yakuts have in common?
   (Tribes and language groups inhabiting Siberia)

7. What series of wars ended in 1815?
   (Napoleonic)

8. In the period 1815-1855, which area was the place of greatest Russian acquisitions?
   (Area northeast of the Caspian Sea and north of Lake Aral)

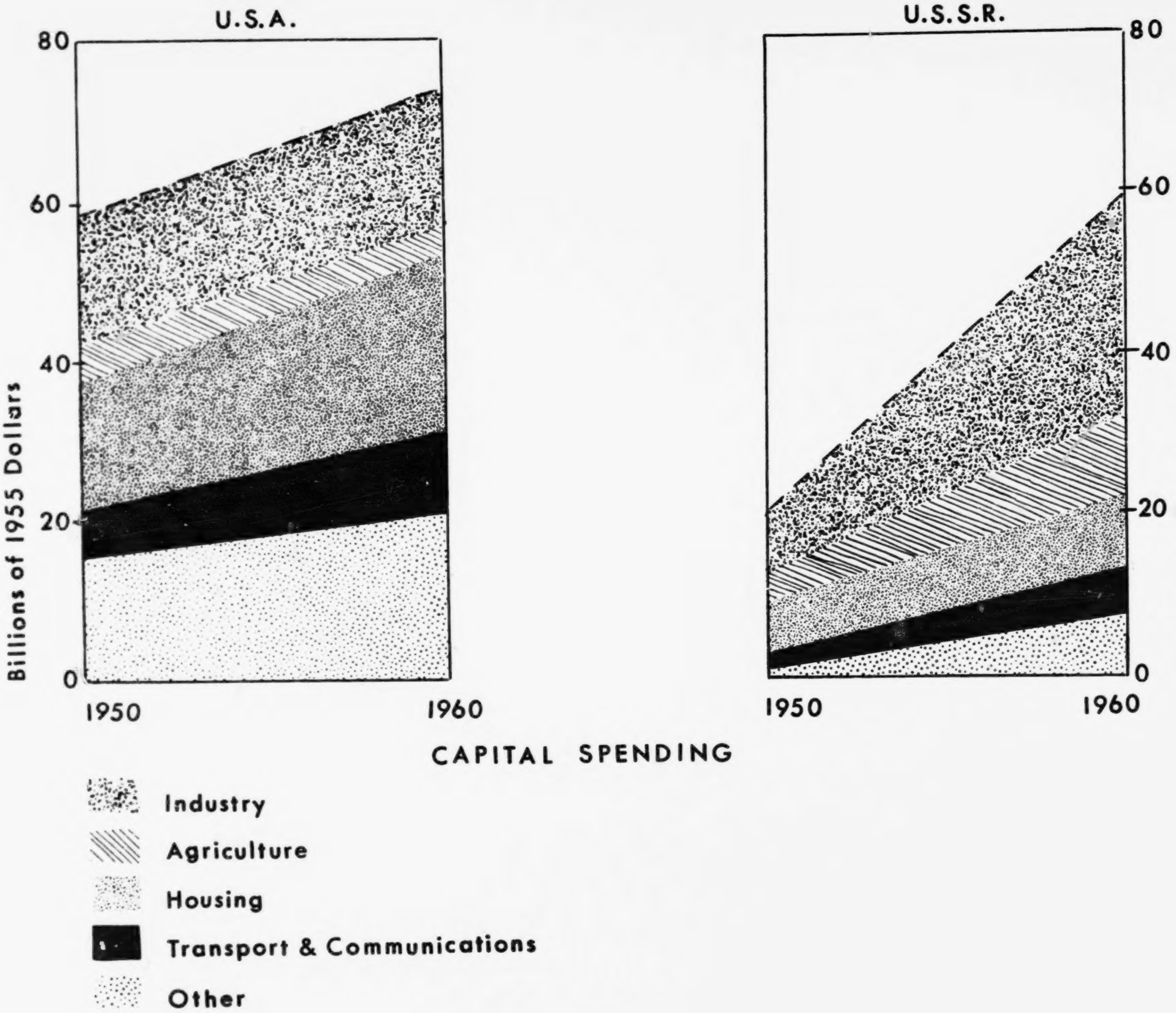
9. Acquisitions continued in all eras in the area between the Black and the Caspian Seas.
   A. What mountain range is located there?
      (Caucasus)
   B. What motive could Czarist governments have had in this area before the significance of oil was known?
      (Ambition, manifest destiny, historic conflicts between Russians and Georgians and Armenians, aim to encircle the Black Sea and control Asia Minor and the Dardanelles)

10. Can you find out what European country held spheres of influence in Persia, Afghanistan, and India during the 19th century?
    (England)

11. What countries might have been most interested in Russian expansion into Amur Province from 1855 to 1914?
    (China and Japan)

12. Russia acquired a lease to Port Arthur in 1898 and built the Southern Manchurian Railway. What countries, do you suppose from the map, would have been interested in these developments?
    (Germany, Britain, Japan, and China. Britain had a base at Weihaiwer and Germany had one at Kiaochow)

13. In general how would you describe the areas of Soviet expansion since the reign of Peter the Great?
    (Westerly into Europe, south toward the Mediterranean Sea and Indian Ocean, and in the Far East south toward China and Japan)



Study Guides

V. STUDY GUIDES FOR TEXTBOOK READINGS

Carls, NEIGHBORS ACROSS THE SEAS;
Answer the Following Questions:

PAGES 112-113

1. What is the full name of the USSR?

____

2. What two other names are often used for this country?

____

3. How has air travel "changed the location" of the USSR? ______________

____

4. Using the map on page 111, and/or a globe and a ruler or piece of string, answer the following questions:

   a. If you were to fly on the shortest possible route from Los Angeles to Novosibirsk, in the center of the Soviet Union, across what large country would you fly? Over what ocean would you fly? __________

   ____

   b. Suppose you wanted to fly from Chicago to one of the following countries: The USSR, Japan, China, or Great Britain. In which of the four lands would you find a place that is nearest to Chicago?

   ____

5. How long does it take to go by train from Leningrad to Vladivostok?

____

6. How large is the USSR in relation to the United States? ______________

____

7. How many people live in the Soviet Union?

8. What countries have larger populations than the Soviet Union?

9. Why is it important for Americans to learn about the USSR? Give three reasons.

a.

b.

c.

10. Can you think of any other reason why Americans should know facts about the USSR?

11. Can you think of three ways in which we find out the facts about the USSR?

a.

b.

c.

CHAPTER 7, pp. 114-116

1. Name three ways in which the USSR is a "melting pot."

a.

b.

c.

2. Using the dictionary and/or the encyclopedia, find out the meaning of "republic" and then write the meaning as well as you can in your own words.

3. How is the word "republic" as the Russians use it in "Soviet Republic" different from our usual meaning of the word?____________________

____

4. What are the three largest Slavic groups in the USSR?________________

____

5. What proportion of all the Soviet people are Russians?_______________

____

6. Where do most of the Russians live?__________________________

____

7. In what other areas do the Russians live?_______________________

____

8. What other groups are closely related to the Russians?_______________

____

9. What does Ukraine mean?___________________________________

10. Of what country was the Ukraine a part for hundreds of years?__________

____

11. What are the boundaries of the Ukraine on the west?________________

__________________________. On the south?____________________

____

12. How many people in the Soviet Union belong to Turkic groups?__________

____

13. Which of the Turkic republics lie east of the Caspian Sea?____________

____

14. Where do some Eskimo-like people live within the USSR?_______________

____

15. Why have many Russian people come to our country to live?____________

____

16. Who are the two famous aeronautical engineers who have chosen to live in our country?____

____

17. Who are three famous Russian composers?________________________

____

18. Can you name at least one composition by each of these musicians?

____

____

PAGES 116-119.

1. Name three things that the government of the Soviet Union owns:

a.)__________________________b.)________________________

c.)____

2. Since the Soviet government owns almost all the business and industry in the USSR, can you think of three other large businesses it must control?

____

____

3. How are most of the farms run in the USSR?_______________________

____

4. From the dictionary and/or the encyclopedia find out what the word "democracy" means and write the meaning in your own words.__________

____

5. Can you give the origin or derivation of the word "democracy"? ________

____

6. Tell three ways in which the Soviet government is different from ours.

a.____

b.____

c.____

7. What does the word "Soviet" mean?________________

____

8. How are people treated who do not agree with the Soviet leaders?________

____

9. Look up the meaning of the word "dictator" or "dictatorship" and explain why we call the Soviet government a "dictatorship."

____

____

10. Discuss with your parents the meaning of "freedom of speech and freedom of the press". What is our guarantee of these freedoms?____________

____

PAGES 119-122

1. Name ten countries from whom the USSR has taken land since World War II.

a.________________ f.________________

b.________________ g.________________

c.________________ h.________________

d.________________ i.________________

e.________________ j.________________

2. On the map find the Danube River and make a list of the countries which lie along this European river.

a.____________________ e.____________________

b.____________________ f.____________________

c.____________________ g.____________________

d.____________________ h.____________________

3. Where is the mouth of the Danube?____________________

4. Why is this important?____________________

____

5. Do you know which of the countries along the Danube, besides the USSR, have Communist governments?____________________

____

6. List in order of time the four chief groups of people who have ruled the Russians.

a.____________________ c.____________________

b.____________________ d.____________________

7. Where did each of the first two come from?____________________

____

8. What is one theory about the origin of the word "Russian"?____________

____

(Do you know of any other theories about the origin of the word?)_______

____

PAGES 119-132

1. Who were the Tartars? What were they like?____________________

____

2. Who was their leader?____________________________________

3. Why did the Tartars (or Mongols) conquer the Russians easily?__________

____

4. How long did the Tartars rule Russia?__________________________

5. What does the word Czar mean?____________________________

6. Who was the first Czar?____________________________________

7. What is the capital of the country?____________________________

8. What were most of the people of Russia?________________________

9. Who owned the land and had all the power?______________________

10. When were the Czars overthrown?______________________________

11. Who seized control of the government after the fall of the Czars?_________

____

CHAPTER 8, pp. 123-131

1. Beginning at the Arctic Ocean, name the six main "belts" of land found in the USSR. After the name of each "belt" give a brief description and name at least three things you might see in each region.

   a.____

   ____

   b.____

   ____

   c.____

   ____

d.____

____

e ____

____

f.____

____

2. Murmansk, Arkhangelsk, and Igarka are the most important Soviet ports on the Arctic coast

   a. Which one is located far up a large river?____________________

   b. What is the name of the river?____________________

   c. Which is at the mouth of which important river?____________________

   ____

3. Name, from west to east, six Soviet rivers which flow into the Arctic Ocean.

   a.____________________ d.____________________

   b.____________________ e.____________________

   c.____________________ f.____________________

4. On the Human Use map follow the line which was once the southern edge of the forest (see map on page 127). What was the original or natural vegetation south of this line?

   ____

5. What is the most important product of the oasis cities of Soviet Asia?

   ____

6. What is even more important than electricity in the oasis areas?

   ____

PAGES 132-139

1. What two foods are eaten in larger amounts in the USSR than in the U.S.A.?

____

2. What food is eaten in the same amount? ____________________

3. What is the chief grain crop of the Soviet people? ____________________

4. What grains do the Russian people produce in greater amounts than any other people? ____________________

5. What grain grows where the climate is either too dry or too cold for other grains? ____________________

6. Why is corn not grown in most of Russia? ____________________

7. Why do the Russians eat so many potatoes? ____________________

8. What do the Russians make sugar from? ____________________

9. Why is the sunflower plant grown? ____________________

10. From what region do the Russians get oranges and tea? ____________________

____

11. Name two ways in which the Russians make new farm land every year.

____

12. In what three ways are the Soviet farmers learning to use better methods?

____

____

13. Why don't the Russians have much meat to eat? ____________________

____

14. What is a collective farm? ____________________

____

15. What are "yurts" and who lives in them?____________________

________________Why do these people live in this kind of "house"?________

____

16. At what age do most Soviet children start kindergarten?__________

________________Why do they start so early?__________________

17. When do Soviet children start "regular" school and how long does this schooling last?____________________________

PAGES 139-141

1. How many people in the USSR now live and work on farms?__________

2. Why have many people moved to the cities?____________________

____

3. What five Soviet cities are the fastest growing? As you continue reading, watch for reasons why these particular cities have grown so fast:

a.____________________b.____________________

c.____________________d.____________________

e.____

4. What three parts of the USSR are rich in minerals? Name the minerals?

a.____

b.____

c.____

5. What five things are needed for a country to develop manufacturing?

a.______________b.______________c.______________

d.____________________e.____________________

6. Where does the Soviet Union get most of its oil?________________

7. What do you think is the reason so little coal is being mined from the large coal beds near the Yenesei and Lena Rivers?____________________

____

PAGES 141-144

1. What are the four great manufacturing areas of the Soviet Union, and why is each of them a good place for factories?

   a.____

   ____

   b.____

   ____

   c.____

   ____

   d.____

   ____

2. What city was called a "window to Europe"? Why was it built?

____

3. Why is Moscow important?____________________________________

____

4. Why is Kharkov famous ?____________________________________

____

5. What city in Soviet Central Asia is called a city of contrasts? Why?

____

6. What are the "mystery" cities of the Soviet Far East and who are the "pioneers" who are building them?__________________________

____

PAGES 144-148

1. What important manufacturing areas are located on the Trans-Siberian Railroad route?

2. What river is called the "Mississippi of the USSR"? Why?

3. Name three rivers of the USSR that are longer than this river. Why are they used by fewer boats?

4. Into what sea does the river in question 2 flow? Why would it be even more useful if it flowed into the Black Sea?

5. What is the largest Soviet port on the Black Sea?

6. What is the largest port on the Baltic Sea?

What new ports does the USSR have on the Baltic Sea since World War II?

7. To what ocean can ships go from the Baltic Sea?

8. To what important large sea can ships go from the Black Sea?

Through what country must ships pass to get from the Black Sea to the larger sea?

9. What are some of the main things that Americans and Russians buy from each other?

10. In what ways is the great size of the Soviet Union a handicap to its people?

11. In what ways do you think its size has been an advantage?

PAGES 295-329

1. Bound the Soviet Union geographically.

2. How much of Asia and Europe are occupied by the USSR?

3. Describe the tundra.

4. What are moss and lichens?

5. What is the occupation of people living in this area?

6. Describe and locate the taiga.

7. What economic contribution is made by this area?

8. Locate the "black earth" section of Russia.

9. Which products come from this area?

10. Describe and locate the steppes.

11. What is the economy of this area?

12. Which minerals are found in Russia, and where are they located?

13. What single factor greatly influences the differences in temperature over a year's time in Russia?

14. Which fur bearing animals are trapped by Russians?

15. Which nations control Russia's access to the west by water?

16. Which two cities are the western and eastern terminus of the Trans-Siberian Railway?________________________________

17. The frontier in America was the West. What was and is Russia's frontier?________________________________

18. Identify:

Baranoff________________________________
Sitka ________________________________
Tlingket________________________________
Monroe Doctrine________________________________
1824________________________________
William H. Seward________________________________
1867________________________________

19. When did the Northmen come to European Russia?________________

20. From which city did Christian missionaries come to Russia?________________

21. With which European Christian group were the Russians united?________________

22. Which group invaded Russia in the thirteenth century?________________

23. Who was their leader?________________________________

24. What part did the Cossacks play in the overthrow of the Mongol control of Russia?________________________________

25. Which family came to power in 1613, and ruled for three hundred years?

____

26. What is the derivation of the word Czar or Tsar?________________

27. What does the word "autocrat" mean in the title "Autocrat of all the Russians "?________________________________

28. What does the word "bourgeois" mean?________________________________

29. Besides the government itself, what else did the Czar control in Russia?

____

30. Who was "Little Father"?________________________________

31. Which two countries cut off Russia's early contact with western Europe?

____

32. Which of the Czars sought a "Window to the West"?____________

33. Name six improvements he made in Russia.

a.____

b.____

c.____

d.____

e.____

f.____

34. How did Peter attempt to change the appearance of the people?________

35. How did Peter get the "Window to the West"?____________

36. Which changes took place in the territory of Russia under Empress Catherine the Great?________________________________

____

____

37. What does the word emancipation mean?____________

38. How was Russia concerned with the 1899 Peace Conference at the Hague?

____

39. Why did Russia want to take Constantinople?____________

40. What was the background to the Crimean War?____________

41. Find and read: The Charge of the Light Brigade by Tennyson or The Song of the Camp by Bayard Taylor.

42. What part did Florence Nightingale play in the Crimean War?________

43. How did the United States propose to prevent the division of China among the Europeans?________________________________

44. What territory did Russia hope to claim in this division?

45. Which nation attacked Russia because of troops stationed in Manchuria?

46. What part did Theodore Roosevelt play in the Russo-Japanese War?

47. In the peace settlement what territory did Japan gain?

48. What internal change in Russian government came about as a result of the war?

49. Which country was the bone of contention that started World War I?

50. Identify:

Vladimir Ilyitch Ulianov
Lieber Braunstein
Treaty of Brest-Litovsk

51. When and under whom did the U.S. recognize the Communist government of Russia?

52. Outline the organization of the Soviet government.

53. Who was Josef Vissarionavich Szugashvilli?

54. What unusual power is held by the prime minister of Russia?

55. Explain the difference between the two words Socialism and Communism. (Consult dictionaries and encyclopedias as well as text.)

56. Although only 6% of the adults in the USSR are admitted to the Communist Party, children, in very large numbers, belong to the Communist Party organization known as the ______
Approximately _____% of the 9 to 15 year olds belong to the children's Communist organization.

57. Who ran the country before there was a presidium? ______

58. What happens to someone in the Soviet Union who hires people to work for him? ______

59. What is the basis for wage scales in Russia? ______

60. What does the word atheistic mean, and how does it relate to Communist principles? ______

61. Who was chief of state and dictator in the USSR for the 10-year period beginning in 1955? ______

62. According to newspaper and magazine reports written after October 15, 1964, why and how was he ousted? What has happened to him? ______

63. Who is in control of the USSR today? ______

64. What was the original purpose of the Kremlin? ______

65. For what purpose is it used today? ______

66. What economic importance has Moscow? ______

67. How is the economy of Leningrad different from Moscow's? ______

68. Why did the ports of Arkhangelsk and Murmansk become important during World War II? ______

69. Locate and give the importance of the following cities:

Odessa____________________
Sevastopol____________________
Kiev____________________
Kharkov____________________
Moscow____________________
Gorki____________________
Novgorod____________________
Kuybyshev____________________
Stalingrad____________________
Baku____________________
Batumi____________________
Sverdlovsk____________________
Magnitorgorsk____________________
Omsk____________________
Novosibirsk____________________
Tashkent____________________
Vladivostok____________________

70. Name a well-known work by each of the following men:
Leo Tolstoy____________________
Maxim Gorki____________________
Dostoevski____________________
Turgenev____________________
Chekhov____________________
Rach maninoff____________________
Rubenstein____________________
Shostakovitch____________________

71. Who were the "Big Three" during World War II?____________________

72. Identify:

"Golden Horde"____________________
John Sobieski____________________
diet____________________
clique____________________

73. What topographic problem weakened Poland?____________________

74. What internal political problem further weakened Poland?____________________

75. What does partition mean?____________________

76. Which three countries participated in the partition of Poland?

77. In what ways is Poland more like western Europe than like Russia?

78. When did Poland regain its independence?

79. Who was responsible?

80. For what purpose was the Polish Corridor established?

81. What does the term "Free City" mean?

82. Which terms describe the government of Poland under Marshal Joseph Pilsudski?

83. Which parts of Germany have been included in Poland under Russian control?

84. Which products come from Poland?

85. What future is there for the area of the Pripet Marshes?

86. Locate and identify each of the following cities:

Warsaw
Lvov
Krakow
Posen (Poznan)
Stettin
Breslau

87. What farm products come from the area of Latvia, Lithuania, and Estonia?

88. What is amber and how is it used?

89. Describe the population of Latvia, Lithuania, and Estonia.

90. What caused Estonia and Latvia to be largely Protestant while Lithuania is largely Catholic?

91. Locate and identify:

Tallinn (Reval)____________________
Riga____________________
Kaunas____________________
Vilna____________________
Memel____________________

92. Which mountains create the "Iron Gate" and what does this gate divide?

93. When did the Turks conquer Constantinople?____________________

94. What was the "Golden Horde"?____________________

95. Which area did not fall to the Turks at this time? ____________________

96. What has become of Serbia?____________________

97. What events led to the creation of Albania?____________________

98. List the products of Romania.____________________

99. Locate and identify:

Ploesti____________________
Bucharest____________________
Constanta____________________

100. Locate and identify:

Belgrade____________________
Fiume____________________
Trieste____________________

101. What products come from Yugoslavia?____________________

102. What does the word "regent" mean?____________________

103. What are the products of Bulgaria?____________________

104. Locate and identify:

Sofia____________________
Varna____________________

105. What are the natural resources of Albania ?__________________________

106. What form of government does it have?____________________________

107. How are the Balkan states different from each other in religion?_________
____
____

108. Do the section entitled Words and Terms Worth Knowing, p. 328, on a separate sheet of paper.

109. Prepare for a discussion of this part of the world by noting the similarities and differences found within the area according to your research here, and also by being prepared with hypotheses regarding similarities and differences between this area and Great Britain which we will study next.

Meyer et al, THE OLD WORLD AND ITS GIFTS
Answer the Following Questions:

1. What is Intourist?
2. What words do the letters U.S.S.R. stand for?
3. What is the approximate size of the Soviet Union?
4. Name the two nations which exceed Russia in population.
5. Give northern and southern latitude relationships for Russia with which you are more familiar.
6. Where is the heaviest concentration of Soviet population?
7. Which groups form the major part of the population, and where did they originate?
8. Who was Rurik?
9. What is the origin of the word Russia?
10. When did the Mongol invasion occur, and how long did it last?
11. Relate the dates of the Mongol conquests to other happenings in the world with which you are familiar.
12. What is the origin of the title Czar?
13. List the things Peter the Great did to improve his country.
14. Which territory did Czarina Catherine the Great add to Russia?
15. Describe the life of a serf.
16. Do the terms "peasant" and "serf" differ?
17. Define the terms: tyrannical, exile, riot.

18. With what might you compare the republics of the Soviet Union?

19. Why do most people in the Soviet Union work for the government?

20. What do we call the United States' economic system where individuals and/or companies own most of the businesses?

21. Who establishes the eligibility of political candidates in Russia?

22. How is eligibility established in the United States?

23. How many parties are there in the Soviet Union?

24. Who built Leningrad, and what was its former name and nickname?

25. Which three things does the city contribute to the country's economy?

26. What does Moscow contribute to the nation's economy?

27. Note the similarities and differences in the Russian and United States school programs.

28. Name and describe the six geographic regions of Russia.

29. Explain how people live in the tundra, forest, and black soil areas.

30. What are moss, sedge, and lichens?

31. What is a kolkhos?

32. How is enough machinery provided to farm the land?

33. What special use for sod do the Russian villagers have?

34. Describe the physical appearance of the people of:

The Ukraine
Belorussia
Armenia
Mongolia
Siberia
Tadjikistan
Uzbekistan

35. Describe the climate of the steppes.

36. Who were the Cossacks?

37. What agricultural product has been developed in the steppes?

38. Which crops are raised on the shores of the Black Sea near the Caucasus?

39. Which crops are raised east of the Caspian Sea?

40. What natural resource is located near Baku?

41. Why were the steel mills built near Magnitorgorsk?

42. Answer questions 2, 5, 6, 10, 11, 12, and 14 p. 437.

The Balkan Countries 438-443

1. Specifically, which bodies of water make the Balkans a peninsula?

2. Which early invaders from Asia used the Balkans as a route to Europe?

3. Which groups from northern Europe settled in the peninsula?

4. Name the forces which tend to keep the Balkans divided.

5. Which five nations are located in the peninsula today?

PAGES 334-354 and PAGES 422-444

Czechoslovakia

1. When was it founded?

2. What is the capital?

3. Which cultural groups are included in the population?

4. Which three national groups were combined to form this nation?

5. When did they lose their independence? Regain it?

6. What geographic factors make the Bohemian Plateau an excellent farm area?

7. What other natural resources are found there?

8. What conservation practice do they follow with respect to their forests?

9. Which productive skill did the people learn from the craftsman of Venice?

10. Which industry developed from cattle raising there?

11. Identify the following:

Comenius
Dvorak
Smetana
Schumann-Heink

12. How are the areas of Moravia and Slovakia different from Bohemia?

13. What work animals are used rather than horses?

14. How do the agricultural products differ in the western part of the country?

15. Answer questions 5, 6, and 7 p.339.

Hungary

1. Describe the land.

2. Which cultural groups are included in its population?

3. Which group of European nomads are found chiefly in Hungary?

4. What agricultural products come from Hungary?

5. What is the capital?

6. What economic importance has Budapest?

7. Which two factors limit the growth of industry?

8. For what purpose are cattle raised here?

9. Name the wild game available for hunting.

10. Identify:

Franz Liszt
Franz Lehar
Joseph Pulitzer

11. Answer question 4, p.345.

Poland

1. Describe the land of Poland.

2. Why are the industrial centers in the southwest and west?

3. What geographic feature causes Poland to be industrially minded?

4. Which trees contribute to Poland's lumbering industry?

5. Where are the oil fields located, and who is developing them?

6. What other mineral resources has Poland and where are they located?

7. Who is called the "father of modern astronomy"?

8. Which facts about our solar system did he explain?

9. What does the word Polska mean?

10. Why is it an appropriate name for this country?

11. What part of Russia is part of the same central European plain as Poland?

12. What problem was caused by Poland's lack of natural barriers?

13. Why was the Polish government unable to enforce its laws?

14. Which three nations took part in the partitioning of Poland?

15. What does the word persecution mean?

16. Identify:

Paderewski
Pilsudski

17. What is potash?____

18. Why is the date September 1939 important in Polish history?__________
____
____

19. What land did Poland give to Russia and get from Germany at the end of World War II?______________________________________
____
____

20. Which farm products are raised south of Warsaw?______________

21. Describe briefly the course of the Vistula river.______________
____
____

22. Which two factors are influencing Warsaw's industrial growth?________
____
____

23. Which two minerals have always furnished a basis for Poland's industry?
____
____

24. Locate and identify:

Stettin____
Danzig____
Gdynia____

25. Identify:

Kosciusko____
Pulaski____
Madame Curie____
radium____
Chopin____
Joseph Conrad____

26. Answer questions 2 and 5, p. 353.__________________________
____
____
____

SUGGESTIONS FOR THE STUDY OF PICTURES, CHARTS, AND GRAPHS

The study questions in this section are based on the supplementary books "Meaning of Communism" by William Miller and Henry Roberts (Silver Burdett Co., 1963), available from the Curriculum Library of the Education Center.

The object of the exercises is to have the students describe the pictures, charts, and graphs and draw conclusions of their own from their observations.

Picture, Page 17: Factory Workers' Homes

Teacher: What do you see in the picture?
Student: Two rows of houses.
S: The picture shows the backs of the two groups of houses. The people are all crowded in.

T: What suggests that the people are crowded in?
S: There are no separations between the houses, and the people are crowded in a small back yard.

T: How many in each yard?
S: There are nine in one at the bottom of the picture, five in the next one, and many down the line.

T: Maybe sitting in the back yard was the way people relaxed after work. They seem to have two story houses. What else does the picture suggest about the condition of the people?
S: It seems so dirty.

T: What suggests dirt?
S: The buildings are gray, and there are billows of smoke coming out of a train that's going over a bridge. The train burns coal and tons of soot fall on the people.

T: Does anything else suggest dirtiness?
S: All those chimneys probably make a lot of smog.
S: The clothes on the line don't look too clean.
S: Maybe they didn't have good detergents.

T: What kind of a picture is it? Is it a photograph?
S: Did they have cameras in those days?

T: What days are they?
S: It's the Industrial Revolution and description of the picture on the left mentions laws passed in 1842.

T: Were cameras used in 1842?
S: The Information Please Almanac says the camera was invented in 1888 by George Eastman, but pictures were taken of the Civil War and that was in 1861.

T: Perhaps there was another kind of camera used earlier. We'll have to look up the history of cameras....
T: When I asked if the picture was a photograph, someone asked if cameras had been invented then. Can you tell from the picture alone if it is a photograph?
S: The people in the back yards are shown as groups of circles and dark spots. They look like Negro slaves in the South before the Civil War.
S: The shadows of the chimneys look like ink smudges.
S: The bricks are composed of many little lines.
S: Above one window and in the back yards there are patches of white. There are no lines of any kind.
S: The picture seems like a drawing.

T: If the picture is a drawing what idea is the artist trying to get across?
S: That the houses were very closely crowded together.
S: That there was a lot of dirt and maybe disease.
S: That trains were very important because the bridges are shown above all the houses.
S: The houses and people seem to be robots. The people have to do the same things and live in houses in a row.

T: What conclusion can you draw about the authenticity of the drawing? Was it an actual representation of a street in about 1842?
S: Yes, it's a good drawing. It makes you feel you're there. It's very crowded.

T: But that's the question. How do we know the insides of the houses were crowded or that there was an unhealthy amount of dirt or soot?
S: Didn't a lot of people die from dirt and disease?
S: Didn't they have to work fourteen hours in factories?

T: The question is, can we tell that people were unhealthy from the picture?

S: The picture next to it (on the left) shows a woman pulling a wagon full of coal in a mine. That shows that there were bad working conditions.

T: The problem is to just examine the center picture. Make believe it is the only picture we have or the only evidence at all about that period of time. Pretend that we are living ten thousand years from now and this picture is all we have. Can you infer that the insides of the houses were crowded and that there was much disease?

S: If we were living ten thousand years from now and had no other knowledge, how could we judge if two-storied houses would be crowded if just nine people were living in them?

T: Yes, we would have trouble figuring that out. From the drawing alone does the artist show his attitude toward the Industrial Revolution?

S: He seems to be against it because he shows the terrible conditions.

T: Let's change the subject slightly. Why is this picture included in this book?

S: To show how bad things were in England during the Industrial Revolution.

T: Even if conditions were as bad as the picture suggests, why does the author of a book on the meaning of communism show a picture of England in the 1840's?

S: Because conditions were bad and people became communists.

T: What is the chapter about?

S: "Karl Marx and His Revolutionary Theory."

T: That's right. Then why is a picture of England shown?

S: Karl Marx was in England when he got the idea of communism.

T: Good, but why isn't a picture of factories or cities in Russia shown?

S: Karl Marx wasn't in Russia. He got his ideas in England and the ideas spread to Russia.

S: Oh, the chapter wants to show that the idea of Communism didn't begin in Russia.

Picture, Page 60: Lenin's Home-Coming

T: What do you see in the picture?
S: Lenin is standing above the soldiers, maybe on the steps of a train.
S: It may be a freight train.

T: What shows that?
S: On the right of Lenin there are two red rectangular shapes with writing on them but no windows.
S: Those are welcome banners the people are holding, just like the one in the right corner of the picture.
S: I think it is a passenger train because there are windows on either side of Lenin.
S: One of the trains looks like a mountain.
S: That could be shadows from the light or lantern in the middle of the soldiers.
S: The soldiers are all standing at attention and maybe officers are reviewing them.
S: The soldiers all seem to have deep-set eyes.
S: Lenin does too.

T: What does that suggest?
S: They're very serious and determined.
S: The soldier whose back is to us has his hands behind his back.

T: What does that suggest?
S: That might be the way soldiers tand at attention when they aren't carrying a rifle.

T: Why are Lenin's arms in the air?
S: He's giving a speech.
S: He's asking the men to join him.
S: They want to follow him.

T: What shows that?
S: They're not speaking to him. They're listening.
S: They look very tall.

T: What suggests the great height?
S: Because they're at attention and their rifles are aimed in the air mostly.
S: The rifles are in order; they're parallel or in groups parallel to each other.
S: The fur hats make them look taller and the shadows do too.

S: Their hands seem boney and large. The shadows show them as contrasts of black and white.

T: But are their skins shown as white?
S: They're pink, almost red.
S: That's because they're the Red Army. That's the color of Communism.

T: Altogether what idea is the author trying to get across in the painting?
S: That when Lenin got off the train after he returned to Russia the soldiers were very respectful to him.

T: Isn't it strange that at the moment Lenin got off the train he was ready to give a speech that would make the soldiers feel so deeply.
S: He was a good speaker.

T: What do you think he said?
S: Soldiers of Russia, follow me.

T: That's a possibility. Would they have responded with such attention if that's all he said?
S: He had a good reputation with them.
S: He told them that Czar Nicholas was not a good leader, that they should revolt.
S: Maybe he told them about Communism.
S: But if he just got off the train he couldn't give them a lecture.
S: Maybe they already knew about Communism and he was just telling them what to do?

T: Why would he have to tell them what to do?
S: Maybe there weren't any other leaders?
S: There were other leaders. What about Kerensky?
S: Maybe he was the only leader they respected.

T: Does anyone know the two slogans that Lenin was supposed to have brought with him when he returned to Russia?
S: Peace, land and bread.
S: All power to the Soviets.

T: What does that mean?
S: The Soviets should be the government.

T: Who were the Soviets?
S: They were the workers and the soldiers.
S: Lenin was telling the soldiers that they should form a government and be powerful and start to set up Communism.

T: What do you think the painter thought of the scene?
S: That Lenin was a great leader and good speaker.
S: And the people wanted him to lead them. They knew he could help Russia.

T: When do you think the picture was painted?
S: Maybe after Lenin died to make him seem like a great hero.

T: Why would the painter want to make Lenin seem like a hero?
S: Because he likes Lenin.
S: Because he wants the people to believe in what Lenin believed in.
S: Because he is being paid to paint a picture that shows that all the soldiers loved Lenin.
S: Khrushchev or some other leader wants artists to draw pictures which show that the Russian Revolution was good and Communism great.

T: How would you explain that the painting appeared in Life magazine?
S: They were trying to show how fervent the Communists were during the Revolution.

Graphs, Pages 138 and 139: Capital Spending in the U.S. and the U.S.S.R.

T: What are the two graphs about?
S: Capital spending in the U.S. and U.S.S.R.

T: During what time period?
S: From 1950 to 1960.

T: What are the units of measurements?
S: Billions of 1955 dollars.

T: Why are dollars and not rubles the unit?
S: The U.S. government put out the graph.
S: There has to be some common unit. It had to be one or the other.
S: It could have been some other kind of money, like peso.

T: Why are 1955 dollars used as a measure?
S: It's the average of 1950 and 1960.

T: Aren't dollars dollars? Aren't they the same in worth in 1950 or 1960?
S: No, a dollar buys less today than it used to.

T: What does that mean?
S: People are making more money today and people are freer with their money.

T: That's good. The problem is very complicated. That answer is good for now. What does each color represent on the graph?
S: An industry.

T: Then why is the brown labeled "Industry"?
S: Maybe "Industry" means steel and aluminum and power and things like that.

T: What does "Transport and Communications" mean?
S: Trains, cars, planes, telephones.
S: Maybe cars are included in industry.

T: Can you tell from the chart where automobile production is included?
S: No.

T: What about electrical power production from dams? Where would that be included?
S: It might be in "Industry" or "Transport and Communications" because they use electrical cables to send the electricity and electricity is used in telephone lines.

T: Then the chart doesn't clarify where electrical power is included?
S: No.

T: Where would we look to find out where the electrical power lines would be included?
S: We might write to the U.S. Government.
S: We might look on another chart that mentions them separately.

T: Which was greater in 1950, U.S. capital spending or Soviet capital spending?
S: U. S. A.

T: By how much?
S: USSR, 20 billion. USA, 58 billion.

T: Which was greater in 1960?
S: U. S. A.

T: By how much:
S: USSR, 58 billion. USA, 70 billion.

T: Which had the greater overall rate of increase from 1950 to 1960?
S: The Soviet.

T: How much did the Soviet capital spending increase over the ten year period?
S: From 20 to 58 billion dollars.

T: About how many times greater is 58 than 20?
S: About three times.

T: Then the rate of Soviet increase is about three times in the ten year period. What was the rate of overall increase in the U.S. in the ten year period?
S: 12 billion dollars for the ten year period.

T: About how many times is 70 billion more than 58 billion?
S: About one and one fifth times.
S: 1.207 times.

T: So the overall U.S. rate of increase is a fraction over one time in the ten year period. At the end of the period which was greater, total U.S. Industrial capital spending or total U.S.S.R. capital spending?
S: Total U. S.

T: By how much?
S: By about six billion dollars.

T: Was there more Industry in the U.S.?
S: The U.S.S.R. had more.
S: The U.S. had more. We're far ahead of the Russian's industry.

T: But from the graph, can you tell which has more factories and stockpiles of goods?
S: The graph just shows that the Russians spent more money on industry than the U.S. in 1960.

T: Does the graph state whether the government or private enterprise is involved?
S: The name of the graph is "Capital Spending in the U.S." That means the whole U.S., not just in government places.

T: How do you explain the evenness of the lines?
S: These figures are averages for the period and the figures are evened out.

T: Here is a multiple choice quiz on the graphs.

QUIZ

1. What do the graphs show about capital spending in Industry in the two countries?

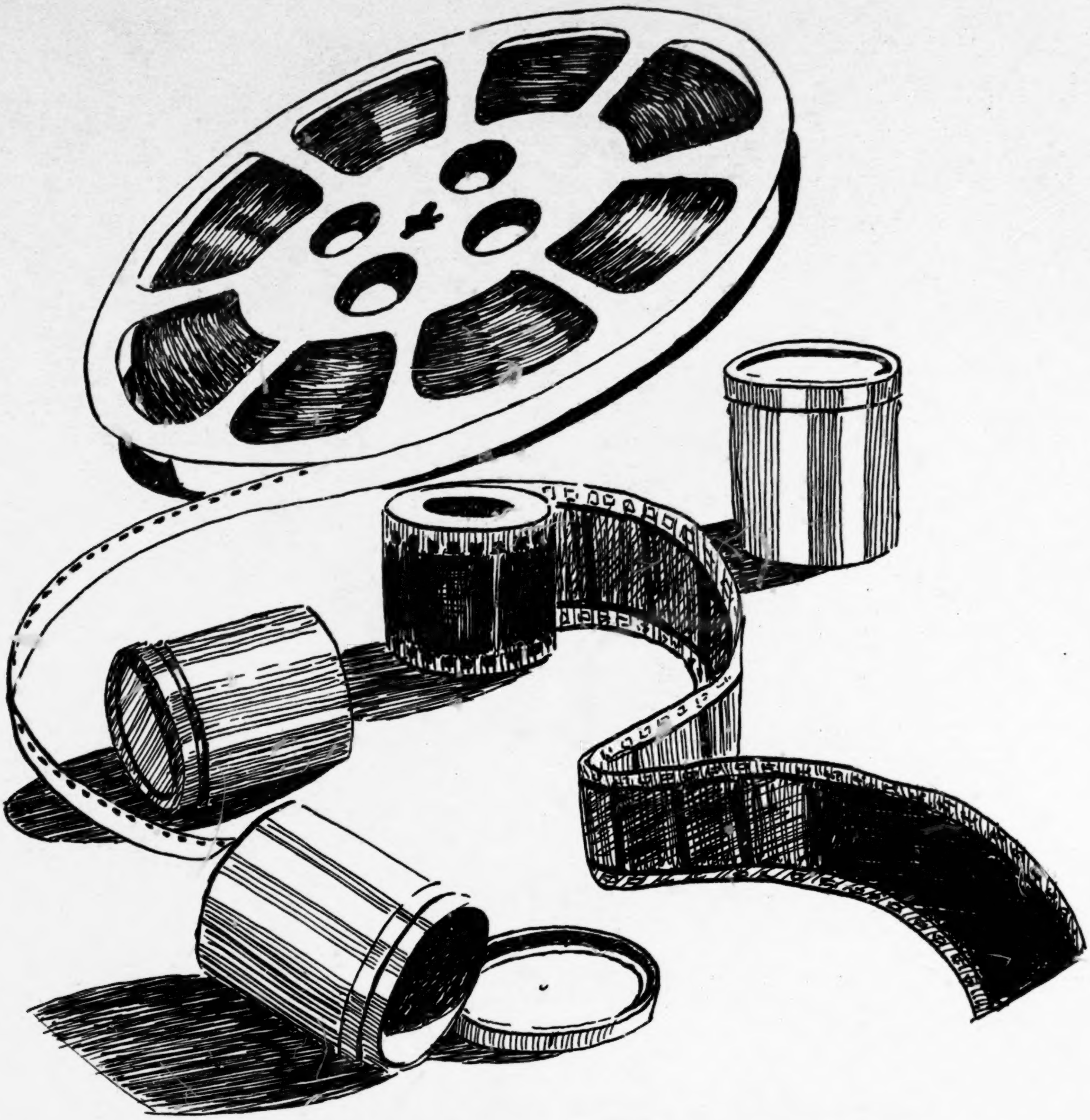
    a) The rate of increase in the U.S. was greater than the rate of increase in the U.S.S.R.
    b) U.S. capital spending in industry remained at the same level during the ten year period.
    c) Soviet capital spending was lower than U.S. in 1950 but exceeded the U.S. by 1960.
    d) The rate of increase in the U.S.S.R. was greater for the ten year period than the rate of increase in the U.S.
    e) The Soviet Union probably has altered some of their figures to give the impression of greater growth in their economy.

2. What does the graph show about capital spending for housing and agriculture in the two countries?

    a) In both countries the amount spent for agriculture exceeded the amount spent for housing during the period.
    b) Almost no money was spent in the U.S.S.R. before 1945.
    c) At the beginning of the period a little over twenty billion dollars was spent on housing in the U.S.A.
    d) A new farmhouse would be considered housing but a new barn would be considered agriculture.
    e) In both countries the amount spent for housing exceeded the amount spent for housing during the period.

3. The graph shows that all but one of the following statements about "Other" capital spending in the U.S. and U.S.S.R. is true. Which is the one false statement?

    a) In 1950 "Other" exceeded two other categories.
    b) "Other" is not defined in the graphs.
    c) "Other" may be only one other area of the economy.
    d) The rate of increase of "Other" in the U.S.S.R. during the period was greater than the rate of increase in the U.S.A.
    e) Probably "Other" includes more than one category, such as conservation and sports.



Audio-Visual Materials

VI. AUDIO-VISUAL MATERIALS

(To be found in the Audio-Visual Department of Pasadena City Schools)

MOTION PICTURES

Sd 948-2 THE VIKINGS AND THEIR EXPLORATIONS
11 min color-guide 7

Shows costumes, boats, early homes, raiding and explorations to British Isles, France, and Russia.

Sd 947-4 CHILDREN OF RUSSIA
13 min 7

Portrays how the Russian children go to school, garden, play, parade and visit museums.

Sd 947-5 PEOPLES OF THE SOVIET UNION
39 min 7

Pictures the many racial groups which make up the Soviet Union.

Sd 621-9 MEANING OF THE INDUSTRIAL REVOLUTION
10 min color-guide 10

Shows the changeover in the 18th Century England from hand tools to power tools; from water power to steam power. Shows the rise and growth of factories and large towns. Outlines both the benefits and the problems arising from the development of the new inventions.

Sd 947-10 NIGHTMARE IN RED
54 min guide 10

The first authentic reconstruction of the historical drama of Communism inside Russia. It covers fully the old Czarist order, the Revolutions of 1905 and 1917, the Provisional Government, the early days of the Communist era, the Purge Trials, World War II and its aftermath up to and including today's uncertainty.

Sd 947.1-1 IRON CURTAIN LANDS: POST STALIN PERIOD
20 min color 9

An introduction to the European Russian Empire of the present day. Sketches the rapid changes in Communist Lands, in contrast with the permanent aspects. Shows the relatively free living and differences in the controls of satellite nations.

Sd 943.7-2 CZECHOSLOVAKIA — A SATELLITE STATE
13 min color-guide 10

This report of a visit to Czechoslovakia delves beneath the surface of life in a communist satellite where the State dominates every activity, and the people lack the personal freedoms taken for granted in a democracy. We learn that everyone works and that the State is the only employer. In the city, in industry, and on the farm, workers are assigned specific jobs — all under strict State control.

Sd 951.18 CHINA UNDER COMMUNISM
22 min guide 10

Ties the past to the present, and gives practical understanding of this greatest of all revolutions, how it is shaping up and what might be the outcome.

FILMSTRIPS WITH TAPED NARRATIONS

THE HISTORY OF RUSSIA
by Billie Press, Part I and II, plus taped narrations and guide.

Part I (40 min.) Earliest times till ca. 1800
Part II (30 min.) 1800 to the present

THIS IS RUSSIA TODAY
by Billie Press, Part I and II, plus taped narrations and guide.

Part I (40 min.)
Part II (30 min.)
The Soviet Union at present with emphasis upon everyday life, education, the role of the State, national goals, etc.

FILMSTRIPS WITH LONG PLAYING RECORDS

LP 940-4 EUROPEAN RUSSIA

One long playing record and 6 filmstrips designed to be used with student participation. Each filmstrip ends with a brief written and oral assignment to be completed by the students.

A. Deals with the geography, natural resources and cities from Murmansk to Leningrad.
B. Deals with the Volga river, its route, cities along its banks and the natural resources of the basin. It also discusses the natural resources of the Caucasus Mountains.
C. Deals with the agricultural resources of the Ukraine.
D. Deals with the industry of the Ukraine.

Soviet Union Today Series
(1 record - 2 filmstrips)
(color)

LP 947-1	DEVELOPMENT OF THE SOVIET UNION
	GEOGRAPHY OF THE SOVIET UNION
LP 947-2	FARMING AND RURAL LIFE IN THE SOVIET UNION
	CITY LIFE IN THE SOVIET UNION
LP 947-3	EUROPEAN RUSSIA AND THE UKRAINE
	THE CAUCASUS AND SOVIET CENTRAL ASIA

FILMSTRIPS

R 355.1-1	UNEASY COMRADES: RUSSIA AND COMMUNIST CHINA (NYT)
R 947-4	PEOPLE OF RUSSIA (guide) (Life) Following a brief general discussion of the make-up of the population, the filmstrip examines the contrasts of rural and urban life there.
R 947-6	HOW STRONG IS RUSSIA NOW? (Jan. 1959) (guide) (NYT)
R 947-14	RUSSIA AND THE SATELLITE EMPIRE (guide)
R 947-15	RUSSIA AND THE WORLD TODAY (c)
R 947-16	JOURNEY DOWN THE GREAT VOLGA (c) (guide) (Life) Makes its points by discussing cities encountered on the nine day trip from Moscow to Astrakhan.

FILMSTRIPS (Continued)

Living in the Soviet Union Today Series
(color-guide)

R 947-7 FOUR CITIES OF THE U.S.S.R.

The filmstrip shows scenes of Moscow at some length, then in briefer fashion, scenes from Leningrad, Kiev, and Tashkent. It concludes by mentioning Kharkov, Stalingrad, and Yalta.

R 947-8 HOUSING AND HOMES IN THE SOVIET UNION

An overview of housing and living conditions generally followed by a series of pictures dealing with Moscow and Tashkent.

R 947-9 SCHOOLS AND PIONEER ACTIVITIES

A survey of the total educational system of the U.S.S.R.

R 947-10 AGRICULTURE

Includes products, methods of production, and brief marketing information.

R 947-11 FOODS, MARKETS AND STORES

Shows range from the flower vendor to Gum, the large state owned department store in Moscow, and includes information on free as well as state markets.

R 947-12 TRANSPORTATION AND COMMUNICATION

Concentrates mostly on Moscow street traffic with briefer sections on water, rural and air transport. The section on communication covers mail, newspapers, telephones, radio, and television.

R 947-13 NATURAL RESOURCES

Discusses surface features, political divisions, vegetation, climate, minerals and industry.

TAPE RECORDINGS

TR 335.4-1 SPECTOR OVER EUROPE

Program 1 30

Traces the Growth of Communism from Marx to the Russian Revolution

TR 335.4-2 THE GIANT IS HARNESSED

Program 2 30

Communism

TR 335.4-3 NOW THE WORLD

Program 3 30

Communism. Teheran, Yalta, Japan - Jan Masaryk, Chiang Kai Chek

TAPE RECORDINGS (Continued)

TR 335.4-4	AWAKE OR PERISH Program 4	30
TR 335.4-5	COMMUNISM	15
TR 335.4-6	THE MENACE OF COMMUNISM IN THE U. S. Speech by Whittaker Chambers	30
TR 910.4-24	ST. PETERSBURG	30
TR 910.5-11	ST. PETERSBURG	30

MOUNTED PICTURES

P 947-3	RUSSIA'S NATURAL RESOURCES Pictures of a Russian forest, furs, fishing industry, coal industry, and water resources.	5
P 947-4	RUSSIA - 1917 Russian troops going to the front in World War I. Pictures of Kerensky at the front, Russian school boys, and the family of Tolstoy's coachman.	8
P 947-5	RUSSIA WITHIN - 1917 Pictures showing Nicholas II and the table upon which he signed his abdication, pictures in and around the Duma after the overthrow of the monarchy, and Russian girls of the "Battalion of Death".	16
P 947-6	RUSSIA, EARLY 1900's	16
P 947-7	RUSSIA - 1914 Scenes of Moscow in 1914.	13
P 947-8	RUSSIA	8
P 947-9	SOVIET UNION Russian agriculture, people, geographical features, industry, transportation, arts, etc., in 1958.	48
P 947-10	RUSSIAN LIFE	15
P 947-11	RUSSIA An over-all picture of life in the Soviet Union in 1962.	9
P 947-12	SOVIET UNION Agriculture, people, geographical features, industry, transportation, arts, etc., in the Soviet Union in 1962.	48
P 92 -13	NAPOLEON BONAPARTE Napoleon in victory - at Arcole, Friedland, and as Emperor and Napoleon in defeat - his retreat from Moscow, on board the Bellerophon and at St. Helena.	
SW 947-2	HISTORY OF RUSSIA Historical paintings of Russia done by pre-Soviet Russian artists.	8
SW 947-3	ST. BASIL'S CHURCH AND THE KREMLIN	
MW 947-14	FACES OF THE SATELLITES	
MW 947-15	A VIEW OF ALL THE RUSSIANS	14
SW 947-7	RUSSIA	8

MOUNTED PICTURES (Continued)

SW 947-4 THE SOVIET UNION 19
Scenes of Russia from 1959 National Geographic Magazine.

SW 947-5 TIP-TILTED LANDSCAPE OF GEORGIA
Picture of a mountain farm.

MW 281.9-1 RUSSIAN ORTHODOXY 9
Pictures of the Russian Orthodox Church and some of the rites held in the church.

MW 947-3 IMPERIAL HERITAGE 8
"Kremlin treasures link Russia to her Czarist past."

MW 947-4 RELICS OF THE KREMLIN 6

MW 947-5 LOGS REPAVE A STREET IN YAKUTSK

MW 947-6 TWILIGHT OF THE CZARS 19
Describes the autocratic prerevolutionary world of the Czars.

MW 947-7 RISE OF THE CONSPIRACY 9
Traces the growth of Russia's revolutionary movements from their beginnings to the 1905 uprising. Tells how and why Lenin became a revolutionary, and how Trotsky's Petrograd Soviet set a pattern for 1917.

MW 947-8 FATEFUL ONSLAUGHT OF THE STORM 13
How Russia's halfhearted attempt at establishing representative government after 1905 was torpedoed from all sides, how the upsurge in national morale brought on by World War I was abruptly halted by military disaster and how the country slipped into the leaderless, haphazard revolt of March 1917. Described are Lenin's changing fortunes, his dealings with Germany, and his spectacular arrival in Petrograd's Finland station.

MW 947-9 BRUTAL BETRAYAL BY BOLSHEVIKS 12
Describes Russia's slide into the cataclysm of November 1917 and Lenin's betrayal of the popular movement which brought him to power.

MW 947-10 VANISHED SPLENDOR OF RUSSIA 3
The coronation in 1856 of Alexander II as Czar of all the Russias.

MW 947-11 COMMUNISM - HISTORY 9
Historic background and development of Communism up to October 1961.

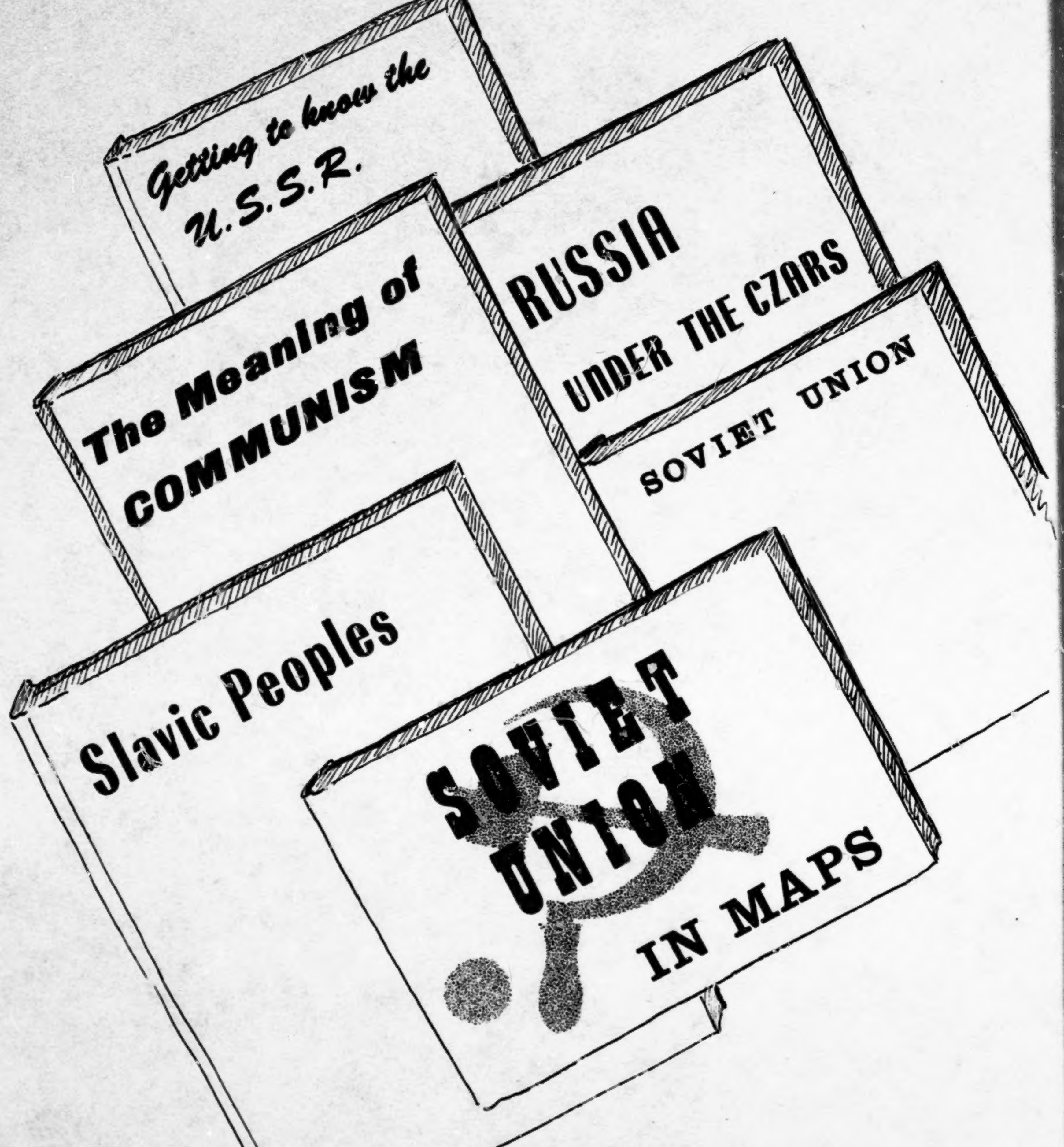
MW 947-12 THE KEY TO KHRUSCHEV: TERROR AND MANIPULATION 4
An analysis of Khruschev, the man, and his methods.

MW 947-13 COMMUNISM - HOW WE CAN FIGHT BACK 6
Counteroffensive: A strategy for the free world

W 947.1-1 THE LAPLANDERS

P 947-13 RUSSIA, 1926 34

P 947-14 RUSSIA, 1942 23



Bibliographies

VII. BIBLIOGRAPHIES

BIBLIOGRAPHY OF BOOKS REFERRED TO IN THIS GUIDE

The references used in preparing this guide are available to students for further study, and are listed in the following fashion:
---Category 1: The basic and supplementary texts, presently available in sets at the junior high schools.
---Category 2 (*): The basic and supplementary texts which, having been adopted, are, or will soon be, generally available at the schools.
---Category 3 (#): Books bought out of the funds for the Gifted Program, which may be obtained from the junior high school librarians or from the Curriculum Library, Room 209, Education Center.

Category 1

Carls, Norman and Sorensen, Frank E., Neighbors Across the Seas, California State Department of Education, Sacramento, 1956.

Jackson, W. A. Douglas, Soviet Union, The Fideler Company, Grand Rapids, Michigan, 1962.

Meyer, J. G., et al, The Old World and Its Gifts, Follett Publishing Company, Los Angeles, 1952.

Reed, James F., Eastern Lands, Allyn and Bacon, Inc., San Francisco, 1961.

Seegar, Elizabeth, Peter the Great, Real People Series, California State Department of Education, Sacramento, 1956.

Todd, Lewis P., et al, World Ways, California State Department of Education, Sacramento, 1956.

Category 2 (*):

*Cooper, Kenneth S., et al, The Changing Old World, Silver Burdett Company, San Francisco, 1961.

*Follett, Dwight W., et al, Exploring the Old World, Follett Publishing Company, Pasadena, 1960.

*Glendenning, Robert M., Eurasia, Ginn and Company, Palo Alto, 1961.

Category 3 (#):

#Chubb, Thomas C., Slavic Peoples, World Publishing Company, New York, 1962.

#Collins, Henry H., Jr., Europe and the U.S.S.R., Book 3 of the Golden Book Picture Atlas of the World, Golden Press, New York, 1960.

#Cutright, Prudence, et al, Living Together as World Neighbors, The Macmillan Company, New York, 1959.

#Fullard, Harold, ed., Soviet Union in Maps, Denoyer-Geppert Company, Chicago, 1961.

#Mahin, Dean B. and Marshall, Richard H., Jr., Soviet Russia, A Guidebook for Tourists, Governmental Affairs Institute, Washington, 1963.

#Miller, William J., et al, The Meaning of Communism, Silver Burdett Company, San Francisco, 1963.

#Moscow, Henry, Russia Under the Czars, American Heritage Publishing Company, Inc., New York, 1962.

#Press, Billie K., Script of The History of Russia and the U.S.S.R., Filmstrip. (Available from the Consultant for the Gifted or the Audio-Visual Department).

#Press, Billie K., Script of This is Russia Today, Filmstrip. (Available from the Consultant for the Gifted or the Audio-Visual Department).

#Snyder, Louis L., The First Book of the Soviet Union, Franklin Watts, New York, 1959.

#Thayer, Charles W., Life World Library: Russia, Time Incorporated, New York, 1962.

#Tiegs, Ernest W., et al, Your World and Mine, Ginn and Company, Palo Alto, 1961.

#What You Should Know About Communism and Why, ed. of Scholastic Magazines, Scholastic Book Services, a Division of Scholastic Magazines, Inc., New York, 1962.

It is also recommended that school libraries purchase the following books for supplementary reading.

Kinmond, William, The First Book of Communist China, Franklin Watts, Inc., New York, 1962.

The Soviet Union, ed. of Scholastic Book Services, Scholastic Book Services, New York, 1963.

Wiens, Harold J., China, The Fideler Company, Grand Rapids, Michigan, 1962.

The following additional books have been referred to in this guide:

Brinton, Crane et al. A History of Civilization, 2 vols., 1960. Readings in Russian Foreign Policy, Edited by Robert A. Goldwin, Oxford University Press, 1959.

Wallbank, T. W. and Taylor, A. M., Studying Civilization, a Guide to World History and Its Implications, Scott Foresman & Co., 1961.

BIBLIOGRAPHY OF BOOKS ON RUSSIA AVAILABLE IN THE PASADENA JUNIOR HIGH SCHOOL LIBRARIES

ELIOT JUNIOR HIGH

Author	Title	Publisher	C. Date
Atkinson, Margaret F.	Dancers of the ballet	Knopf	1955
Bakeless, Katherine L.	Story-lives of great composers	Lippincott	1953
Efremov, Y.	Views of the USSR	Geograph. Lit.	1955
Ewen, David	Men and women who make music	Readers Press	1945
Fisher, John	True book about the Russian Revolution	Frederick Muller	1960
Fischer, Louis	Russia Revisited; a new look at Russia and her satellites	Doubleday	1957
Gunther, John	Meet Soviet Russia	Harper	1962
Gunther, John	Inside Russia Today	Harper	1958
Ives, Vernon	Russia	Holiday	1943
Jackson, W.A. Douglas	Soviet Union	Fideler	1962
Kennan, George F.	Russia and the West under Lenin and Stalin	Little	1961
Kinscella, Hazel	Music and romance for youth Folk-music from Russia and Poland pp. 269-288	R. C. A. Victor	1930
Lamb, Harold 1892	Genghis Khan and the Mongol Horde	Random House	1954
Lawrence, John 1907	History of Russia. Farrar	Straus	1960
Life International (Per)	Nine who chose America	Dutton	1959

Eliot Junior High (Continued)

Author	Title	Publisher	C. Date
Mann, Kathleen	Peasant costume in Europe Bk. 1, Russia pp. 99-100	Black	1931
Maynard, Olga	The Ballet Companion	Macrae	1957
Meyer, Alfred G.	What you should know about Communism	Science Research	1953
Miller, Wright W.	The young traveller in Russia	C. T. Branford	1958
Nazaroff, Alexander I	Land of the Russian people	Lippincott	1960
Purdy, Claire Lee	Stormy victory; the story of Tchaikovsky	Messner	1942
Rama Rau, Santha 1923	My Russian Journey	Harper	1959
(Versions of) Arthur Ransome	Russian Fairy Tales	P. Pauper Press	
Samachson, Dorothy	The Dramatic story of the Theatre Moscow -pp.111-117	Abelard-Schuman	1955
Seeger, E.	Pageant of Russian History	Longmans	1950
Snyder, Louis Leo, 1907	First book of the Soviet Union	Watts, F.	1959
Strong, Anna Louise	Peoples of the USSR	Macmillan	1944
Swearingen, Rodger	The World of Communism	Houghton	1962
Taylor, Kathleen	The lands and peoples of the USSR	Macmillan	1961
Vandivert, Rita	Young Russia; children of the USSR at work and at play	Dodd	1960
Wallace, John A.	Getting to know the USSR	Coward-McCann	1959
Wheeler, Opal 1898	Story of Peter Tschaikovsky	Dutton	1953
White, William C.	Made in the USSR	Knopf	1944

BIBLIOGRAPHY OF BOOKS ON RUSSIA

at

THE MARSHALL JUNIOR HIGH SCHOOL LIBRARY

Author	Title	Publisher	C. Date
Afanasiev	Russian Fairy Tales Good selection of fairy tales of Russia.	Pantheon	1945
Baker, Nina Brown	Lenin	Vanguard	1945
Bartos-Hoppner, B.	The Cossacks	Walck	1962
Block, Marie Halun	Aunt America Fiction, Setting: Ukraine	Athaneum	1963
Botkin, Gleb	The Real Romanovs Biography of the Romanovs	Revell	1931
Bowen, C. D.	Beloved Friend (Tchaikowsky)	Random	1937
Carr, A.	Men of Power	Viking	1940
Cavanah	We Came to America Pages 228-234 about a Russian immigrant.	Macrae	1954
Clarke, Tome E.	No Furs for the Czar	Lothrop	1962
Coolidge, Olivia	Makers of the Red Revolution	Houghton	1963
Curie, Eve	Journey Among Warriors Pages 115-256 about World War II in Russia.	Doubleday	1943
Daugherty, Sonia	Broken Song	Nelson	1935
Deutscher, Isaac	The Great Contest: Russia and the West A study of Communism.	Oxford	1960
Donovan, Frank	Famous 20th Century Leaders	Dodd	1964
Duncan, Lois	Game of Danger Fiction-adventure in Communism and intrigue.	Dodd	1962
Duranty, Walter	USSR: The Story of Soviet Russia Causes, meaning, and aims of the revolution.	Lippincott	1944
Fischer, John	Why They Behave Like Russians Mr. Fischer had real first-hand experience with the common people of Russia, and explained their problems very well.	Harper	1947

Marshall Junior High (Continued)

Author	Title	Publisher	C. Date
Fischer, Louis	Russia Revisited: A New Look at Russia and Her Satellites Mr. Fischer returned to Russia after ten years and wrote of changes.	Doubleday	1957
Gray, Ernest A.	The Dog That Marched to Moscow Fiction-largely fantasy	Barnes	1959
Gunther	Meet Soviet Russia Book I	Harper	1962
	Meet Soviet Russia Book II Covers many phases of Russian life today.	Harper	1962
Haskell, Helen E.	Katrinka Grows Up Further adventures in ballet.	Dutton	1932
Haskell, Helen E.	Nadya Makes Her Bow Another heroine in ballet.	Dutton	1938
Holt, Robert	Soviet Union: Paradox and Change	Holt	1962
Hoover, J. Edgar	Masters of Deceit Head of the FBI explains the intricate workings of the communists in the U.S.	Holt	1958
Hoover, J. Edgar	A Study of Communism A further study of this subject, and the work of the FBI.	Holt	1962
Huggins, Alice M.	Day of the False Dragon	Westminster	1953
Ives, Vernon	Russia Very short book with good illustrations. Better for slow readers.	Holiday	1943
Johnson, Gerald W.	Communism: An American's View	Morrow	1964
Kaufmann, Helen	History's 100 Greatest Composers	Grosset	1957
Kennan, George F.	Russia and the West Under Lenin and Stalin For very advanced readers only. This book gives accurate historical facts.	Little	1961

Marshall Junior High (Continued)

Author	Title	Publisher	C. Date
Kinmond, William	The First Book of Communist China	Watts	1962
Lamb, Harold	Chief of the Cossacks Biography of man named Razin who ruled the frontier of the Volga 300 years ago.	Random	1947
Lamont, Corliss	Peoples of the Soviet Union Description of the Russian people.	Harcourt	1946
Levin, Deanna	Soviet Education Today Good account of schools in Russia.	DeGraff	1959
Levine, Irving R.	Main Street, USSR Social conditions in Russia	Doubleday	1959
Malvern, Gladys	Dancing Star: The Story of Pavlova	Messner	1942
Meyers, Alfred G.	Communism Short book outlining main points of communism.	Random	1960
Michie, Allan A.	Voices Through the Iron Curtain	Dodd	1963
Miller, Wright	Young Traveller in Russia Description of the country from the young point of view.	Branford	1958
Morros, Boros	My Ten Years as a Counterspy One man's account of his work in this field.	Viking	1959
Nat'l. Geographic Society	Lands and Peoples Pages 128-198 pictures of culture, etc.	Grolier	1957
Nazaroff, A.	Land of the Russian People Travel and history combined.	Lippincott	1944
Overstreet, Harry	The War Called Peace A discussion of Russia's part in world politics.	Norton	1961
Pares, Bernard	History of Russia	Knopf	1941
Parker, Fan	The Russian Alphabet Book Complete Russian alphabet with pronunciation. Words are linked with geography.	Coward-McCann	1961
Pei, Mario	Getting Along in Russian Book of phrases with phonetic pronunciation.	Harper	1959

Marshall Junior High (Continued)

Author	Title	Publisher	C. Date
Platonav	History of Russia	Macmillan	1929
Prishvin	Treasure Trove of the Sun One chapter on Russian coins.	Viking	1952
Reinfeld, Fred	Treasury of the World's Coins	Sterling	1953
Rieber, Alfred	A Study of the USSR and Communism	Putnam	1962
Salisbury, Harrison E.	Key to Moscow	Lippincott	1963
Savage, Katharine	People and Power: Story of Three Nations Russia, Germany, Japan.	Walck	1959
Seeger, Elizabeth	Pageant of Russian History History to the end of World War II.	Longmans	1950
Skariatina, Irina	Little Era in Old Russia	Bobbs	1934
Smith, Walter B.	My Three Years in Moscow	Lippincott	1949
Snyder, Louis L.	First Book of the Soviet Union	Watts	1959
Swearinger	World of Communism Written specifically for high school students.	Houghton	1962
Tappan, E. M.	Russia, Austria & Hungary The Balkan states & Turkey	Houghton	1925
Taylor, Kathleen	The Lands and Peoples of the USSR Photographs and a map.	Macmillan	1961
Thompson, Kay	Eloise in Moscow Humor	Simon and Schuster	1959
Tolstoy, Leo	Nikolenka's Childhood	Pantheon	1963
Vandivert, Rita	Young Russia: Children of the USSR Good account of the children in Russia. Many pictures.	Dodd	1960
Wallace, John A.	Getting to Know the USSR Social aspects.	Coward-McCann	1959
West, Wallace	Soviet Russia Cultural and social areas	Noble	1945
Westbrook, Robert	Journey Behind the Iron Curtain Description and travel; social conditions.	Putnam	1963
Wicker, Irene	Young Music Makers	Bobbs	1961
World Book Encyclopedia	In Vol. 7 is one of the articles-- under Government. It compares democracy with totalitarianism.	Field Enterprises	Latest date

BIBLIOGRAPHY OF BOOKS ON RUSSIA
at
MCKINLEY JUNIOR HIGH

Author	Title	Publisher	C. Date
Almedingen, Martha	Young Pavlova	Roy	1960
Atkinson, Oriano	Over at Uncle Joe's Rambling, pleasant account by a resident journalist's wife of what the Russian people are like and why.	Bobbs	1947
Carr, Edward	Soviet impact on the western world Examines the political, economic and social influence of the Soviet Union on West. Provides an insight into the philosophic interplay of the two systems. Difficult reading.	Macmillan	1947
Chubb, Thomas	Slavic Peoples	World	1962
Coolidge, Olivia	Makers of the Red Revolution Scholarly but not difficult reading. Biographies of Lenin, Stalin, Mao, Khrushchev, etc. Factual and fair-minded. One of the few sources for this material.	Houghton	1963
Dean, Vera	United States and Russia Analyzes all aspects of relations from the earliest to 1947. Describes present status of Russia, considers Russia's actions as a world power, outlines basic conflict of our belief in individual liberty and Russian aim of mass welfare. Difficult reading.	Harvard	1947
Dickinson, Thomas	Chief contemporary dramatists A wonderful dramatic dissection of the character of both the aristocracy and the peasantry of the pre-revolution Russia. Mature.	Houghton	1915

McKinley Junior High (Continued)

Author	Title	Publisher	C. Date
Downing, Charles	Russian Tales and Legends	Oxford	1957
Edmonds, Walter	Tom Whipple Based on a true story of a boy who determined to see something of the world. He works his way to Russia on a cargo boat where he manages to have an audience with the Tsar and to present him with an acorn from Mt. Vernon.	Dodd	1942
Fischer, John	Why they behave like Russians A dispassionate effort to explain the motives and probable future course of a country and a people that must be considered our "opposite number" in today's world.	Harper	1947
Fischer, Louis	Thirteen who fled Thirteen short autobiographies of Russian displaced persons who were dragooned into Germany by the Nazis during World War II and who have consistently refused to return to their homeland.	Harper	1949
Goodfriend, Arthur	If You Were Born in Russia Relatively easy reading. Explains conditions under which present-day Russians live.	Farrar	1950
Gunther, John	Behind the Curtain Report of the Soviet satellite countries.	Harper	1949
Gunther, John	Inside Russia today Covers all phases of Russian life and the Russian economic and political present and future. Some history and brief biographies.	Harper	1958
Gunther, John	Meet Soviet Russia 2 volumes	Harper	1962

McKinley Junior High (Continued)

Author	Title	Publisher	C.Date
Haskell, Helen	Katrinka The story of a little Russian peasant girl before the Revolution and her training for the Russian ballet. Presents a picture of life among the Russian peasants.	Dutton	1915
Haskell, Helen	Katrinka Grows Up More adventures of Katrinka in the ballet.	Dutton	1932
Haskell, Helen	Nadya Makes Her Bow Balletomine Haskell introduces her new heroine to the Soviet ballet world.	Dutton	1938
Hayes, Carleton	Political and Cultural History of Modern Europe 2-Volume work that covers thoroughly the history indicated in the title. The world begins with the Renaissance and comes to the end of World War II.	Macmillan	1939
Hazew, Charles	Fifty Years of Europe: 1870-1919 Russia's involvment with Japan, its part in World War I and Bolshevik Revolution are covered in relation to the rest of Europe.	Holt	1919
Hilton, Richard	Military Attache in Moscow Diplomat's observations in and around Moscow. Hilton speaks Russian and met many Russians of every class. Medium difficulty.	Beacon Press	1951
Horizon Magazines	Russia Under the Czars	American Heritage	1962
Jackson, W. A.	Soviet Union	Fideler	1963
Lamb, Harold	Chief of the Cossacks The frontiersmen of Russia, the Cossacks of the Volga, come into conflict with the Muscovites.	Random House	1959

McKinley Junior High (Continued)

Author	Title	Publisher	C. Date
National Geographic Society	Lands and peoples - the near and the Middle East pps.128-198 National Geographic Society-type pictures and text covering mostly cultural and social aspects of the Russian states.	Grolier	1957
Magidoff, Robert	In anger and pity A journalist writes of his 12 years in modern Russia. Effects of state control on the arts are illustrated.	Doubleday	1949
Nazaroff, Alexander	Land of the Russian people Combines history and travel with many illustrations furnished by the National Council of American-Soviet Friendship, Inc.	Lippincott	1944
Pei, Mario	Getting along in Russian Phrase book with phonetic pronunciation indicated. Highly popular	Harper	1959
Ransome, Arthur	"Racundra's" first cruise Sailing in Russian waters. Will intrigue boatsmen as well as social students.	Huebach	1923
Robinson, James	An Introduction to the history of Western Europe. pps.509-515, 724-751, 805-807 Scholarly and somewhat scattered history of Russia to 1925 in relation to other European countries.	Ginn	1925
Rudolph, Marguerita	You Can Learn Russian Shows how the Russian and Latin alphabets differ. Leads students to recognize and pronounce Russian words and then to simple translations. Author is Russian.	Little	1964
Salisbury, Harrison	Key to Moscow	Lippincott	1963

McKinley Junior High (Continued)

Author	Title	Publisher	C.Date
Scherman, Katherine	Catherine the Great Fascinating story of a queen who was very nearly a power machine. Excellent pictures of the culture of "Old" Russia.	Random House	1957
Seegar, Elizabeth	Pageant of Russian history Tremendous panorama of Russian life from the time of the Slavic invasion of Europe up to close of World War II. Contemporary Russia is revealed in the continuous sweep of her past history.	Longmans	1950
Shapovalov, Michael	Soviet Union Series for easy reading. Copiously illustrated. Geography, politics, economics, education and industry are all surveyed briefly.	Fideler	1958
Smith, Walter	My three years in Moscow Written by the American ambassador to Russia, it covers three crucial years of the cold war. Straightforward reporting.	Lippincott	1949
Snyder, Louis	First Book of the Soviet Union	Watts	1959
Sprague, Rosemary	A Kingdom to win Tenth century Russia when it was called Gardarik and served largely as a highroad between Norway and Byzantium.	Oxford	1953
Stewart, Maxwell	Our neighbors across the Pacific "Land of the Soviets"-pamphlet originally issued by the American Council, Institute of Pacific Relations is reprinted in this collection.	Webster	1943
Taylor, Kathleen	Lands and Peoples of the U.S.S.R.	Macmillan	1961

McKinley Junior High (Continued)

Author	Title	Publisher	C. Date
Thayer, Charles	Russia (Life World Library) Geography, history, social life and customs with the usual emphasis on present day situations and excellent pictures and maps.	Time, Inc.	1963
Thompson, Craig	Police State Journalist's comparison of life in Russia and in bourgeois-capitalist countries. He covers politics and government, economics, education, culture and status of women. The balance is usually in favor of the bourgeoise.	Dutton	1950
Thompson, Kay	Eloise in Moscow Hilarious picture book of precocious Eloise in Stalinland. Sophisticated but not out of reach.	Simon & Schuster	1959
Tolstoy, Leo	Nikolenks'a Childhood	Pantheon	1963
Tolstoy, Leo	Master and Man	Glove	1961
Tucker, Samuel	Twenty-five Modern Plays Chelshov's The Cherry Orchard. See note under Dickinson. Gorlsi's The Lower Depths. A horrifying picture of the complete degradation of human personality brought about by grinding poverty. Difficult and mature.	Harper	1948
Unnerstad, Edity	Journey with Grandmother	Macmillan	1960
Vandivert, Rita	Young Russia Shows life of Russian children from infancy through school days. Indicates highly organized lives they lead. Pictorial work with a minimum of text.	Dodd	1960

McKinley Junior High (Continued)

Author	Title	Publisher	C. Date
Verne, Jules	Michael Strogoff The daring journey of a courier of the Tsar from Moscow to Irkutsk carrying dispatches through the breadth of Siberia, then (in the early 19th century) infested with Tartar hordes in rebellion against the government.	Spencer	1937
Walsh, Warren	Russia and the Soviet Union	University of Michigan	1958
Westbrook, Robert	Journey Behind the Iron Curtain	Putnam	1963
Wheeler, Post	Russian Wonder Tales Great Russian folk tales recently back in print. Illustrated with folk-art-type pictures.	Yoselof	1946
White, William	Report on the Russians Journalist's report of his six-weeks officially guided tour of the Soviet Union.	Harcourt	1945
---	Children of Russia	Sterling	1963

BIBLIOGRAPHY OF BOOKS ON RUSSIA
at
WASHINGTON JUNIOR HIGH SCHOOL

Author	Title	Publisher	C. Date
Bakeless, Katherine	Story-lives of great composers	Lippincott	1953
Baker, Nina	Peter the Great	Vanguard	1943
Caldwell, John Cope	Communism in our world	Day	1956
Charques, Richard	Short history of Russia	Dutton	1956
Epstein, Samuel	Real book about spies; Ch. 11	Watts	1953
Ewen, David	European composers today	Wilson	1954
Ewen, David	Living musicians	Wilson	1957
Floherty, John J.	Our FBI and Inside Story	Lippincott	1951
Gunther, John	Meet Soviet Russia	Harper	1962
Haskell, Helen	Katrinka grows up	Dutton	1915
Hoover, J. Edgar	Masters of deceit	Holt	1958
Ives, Vernon	Russia	Holiday House	1943
Kinscella, Hazel	Music and romance for youth	R.C.A. Victor	1930
Lamb, Harold	Genghis Khan and the Mongol horde	Random House	1954
Life International	Nine who chose America	Dutton	1959
McSpadden, Joseph	Book of holidays p.381-387	Crowell	1940
Mann, Kathleen	Peasant costume in Europe	Black	1931
Mansfield, Harold	How wide we stray	Ballantine	1960
Mays, Waldo	Tchaikovsky	Duell	1945
Miller, William	The meaning of Communism	Simon & Schuster	1963

Washington Junior High (Continued)

Author	Title	Publisher	C. Date
Miller, Wright	Russians as people	Dutton	1961
Malvern, Gladys	Dancing star	Messner	1942
Morros, Boris	My ten years as a counter-spy	Viking	1959
Nazaroff, Alexander	Land of the Russian people	Lippincott	1960
Papashvily, George	Thanks to Noah	Harper	1945
Purdy, Claire	Stormy victory	Messner	1942
Quinn, Vernon	Picture Map Geography of Asia	Lippincott	1946
Rice, Tamara	Finding out about the early Russians	Lothrop	1962
Scholastic Magazines	What you should know about Communism and why	McGraw	1962
Schwarz, Fred	You can trust the communists (to be communists)	Prentice-Hall	1960
Seeger, Elizabeth	The Orient, past and present	Webster	1946
Seeger, Elizabeth	The pageant of Russian history	Longmans	1950
Shapalov, Michael	Let's read about Russia	Fideler	1950
Skousen, W. Cleon	The naked communist	Ensign	1961
Skvebeitsky, George	White birds island	Knopf	1948
Smith, Evelyn	The building books P. 39-41	Howell	1947
Snyder, Louis L.	First book of the Soviet Union	Watts	1959
Swearingen, Rodger	The world of communism	Houghton	1962

Washington Junior High (Continued)

Author	Title	Publisher	C. Date
Van Loon, Hendrik	Story of mankind p. 301-312	Liveright	1951
Verne, Jules	Michael Strogoff, a courier of the Czar	Scribners	1927
Wallace, John	Getting to know the U.S.S.R.	Coward-McCann	1959
White, William C.	Made in the U.S.S.R.	Knopf	1944
Whitehead, Don	The FBI Story, a report to the people	Random House	1956

BIBLIOGRAPHY OF BOOKS ON RUSSIA
at
WILSON JUNIOR HIGH

Author	Title	Publisher	C. Date
Antin, Mary	Promised land	Houghton	1912
Bailey, Geoffrey pseud.	The Conspirators 1. Spies-Russia-Politics and Government	Harper	
Baker, Nina Brown	Peter the Great	Vanguard	1943
Bashkiroff, Zenaide	Nights are longest there; a young girl's account of the revolution in Russia	Holt	1960
Bergman, Marion	Russian-American song and dance book	Barnes	
Bissonette, Georges	Moscow was my parish	McGraw	1956
Buck, Pearl S.	Talk about Russia with Masha Scott	Day	1945
Cohn, Norma	Little people in a big country	Oxford	1945
Curie, Eve	Journey among warriors	Doubleday	1943
Davies, Joseph E.	Mission to Moscow	Garden City	1943
Dean, Vera (Micheles)	Russia: menace or promise	Holt	1945
Deutscher, Isaac	The great contest; Russia and the West	Oxford	1960
Douglas, William O.	Russian journey	Doubleday	1956
Erskine, Dorothy	Russia's story	Crowell	1946
Eurich, Alvin C.	In 1937: Russia and Russians on trial twenty years after, P. 375-393		
Goodfriend, Arthur	If you were born in Russia	Farrar, Straus	1950

Wilson Junior High (Continued)

Author	Title	Publisher	C. Date
Gunther, John	Inside Russia today	Harper	1958
Halliburton, Richard	Seven league boots	Bobbs	1935
Hindus, Maurice	The Cossacks	Doubleday	1945
Hindus, Maurice	Mother Russia	Doubleday	1943
Hoover, J. Edgar	Masters of deceit	Holt	1958
Kalb, Marvin L.	Dragon in the Kremlin: a report on the Russian-Chinese alliance	Dutton	1961
Kellen, Konrad	Khrushshev, a political portrait	Praeger	1961
Kennan, George F.	Russia and the West under Lenin and Stalin	Little	1961
Lengyel, Emil	Siberia	Random House	1943
Levin, Deana	Soviet education today	John De Graff	1959
Levine, Irving R.	Main Street, U.S.S.R.	Doubleday	1959
Lippmann, Walter	Coming tests with Russia	Little	1961
Miller, Wright W.	Young traveller in Russia	Branford	1958
Morros, Boris	My ten years as a counterspy	Viking	1959
Nazaroff, Alexander	Land of the Russian people	Lippincott	1944
Overstreet, Harry	The war called peace	Norton	1961
Pistrak, Lazar	The great tactician: Khrushchev's rise to power	Praeger	1961
Salisbury, Harrison Evans	American in Russia	Harper	1955
Schwarz, Fred	You can trust the communists (to do exactly as they say)	Prentice-Hall	

Wilson Junior High (Continued)

Author	Title	Publisher	C. Date
Stowe, Leland	Conquest by terror	Random House	1952
Strode, Hudson	Finland forever	Harcourt	1952
Strong, Anna Louise	Peoples of the U.S.S.R.	Macmillan	1961
Sulzberger, Cyrus Leo	The big thaw	Harper	1956
Taylor, Kathleen	Lands and peoples of the U.S.S.R.	Macmillan	1961
Tolstoy, Alexei	Russian tales for children	Dutton	
White, William C.	Made in the U.S.S.R.	Knopf	1946
FICTION			
Beim, Lorraine	Sasha and the samovar	Harcourt	1944
Felsen, Gregor	Struggle is our brother	Dutton	1943
Fernald, Helen (Clark)	Plow the dew under	Longmans	1952

GENERAL BIBLIOGRAPHY ON RUSSIAN HISTORY, CULTURE, AND TRAVEL **

Russian History

Charques, R. D. A Short History of Russia. New York: Dutton, 1956.*

Hendel, Samuel. The Soviet Crucible. Princeton, New Jersey: Van Nostrand, 1959.

Lawrence, John. A History of Russia. New York: Mentor, 1962.*

Moscow, Henry. Russia under the Czars. New York: Harper, 1962.

Nazaroff, Alexander. The Land of the Russian People. Philadelphia: Lippincott, 1960.

Pares, Sir Barnard. A History of Russia. New York: Knopf, 1953.*

Rauch, George Von. A History of Soviet Russia. New York: Praeger, 1958.

Rieber and Nelson. A Study of the USSR and Communism: An Historical Approach. Chicago: Scott, Foresman, 1962.*

Schuman, Frederick L. Russia Since 1917. New York: Knopf, 1957.

Vernadski, George. A History of Russia. New Haven: Yale University Press, 1929.

Walsh, Warren B. Russia and the Soviet Union. Ann Arbor: University of Michigan Press, 1958.

Wolfe, Tertram. Three Who Made A Revolution. New York: ; Dial Press, 1948.*

Wren, Melvin C. The Course of Russian History. New York: ; Macmillan, 1958.

---

* Available in paperback editions.

** This bibliography courtesy of: The Information Center for American Travelers to the Soviet Union, 345 East 46th Street, New York 17, New York.

The Soviet Era

Caldwell, John C. Communism in our World. New York: Day, 1956-1962.

Carr, Edward Hallett. The Bolshevik Revolution. 1917-1923, 3 Volumes. New York: Macmillan, 1951-1953.

Crankshaw, Edward. Russia Without Stalin. New York: Viking Press, 1956.

Fainsod, Merle. How Russia Is Ruled. Cambridge, Mass.: Harvard University Press, 1953.

Hazard, John. H. The Soviet System of Government. Chicago: University of Chicago Press, 1957.

Leonhard, Wolfgang. Child of the Revolution. Chicago: Henry Regnery, 1958.

Mosely, Philip E., editor. The Soviet Union 1922-1962. New York: Praeger, 1963.*

Schapiro, Leonard. The Communist Party of the Soviet Union. New York: Random House, 1960.

Schwartz, Harry. The Red Phoenix: Russia Since World War II. New York: Praeger, 1961.*

Yarmolinsky, Abraham. Road to Revolution. New York: Macmillan, 1959.

Sociological and Cultural

Bauer, Raymond A.; Inkeles, Alex, and Kluckholm, Clyde. How the Soviet System Works: Cultural, Psychological, and Social Themes. Cambridge, Mass.: Harvard University Press, 1956.

Berdyaev, Nicholas. The Russian Idea. New York: Macmillan, 1947.

Bunt, Cyril G. E. History of Russian Art. London: The Studio, 1946.

Curtiss, John Shelton. The Russian Church and the Soviet State. Boston: Little, Brown and Company, 1953.

---

* Available in paperback editions.

Sociological and Cultural (Continued)

Gorchakov, Nikolai. *The Theater in Soviet Russia*. New York: Columbia University, 1957.

Granick, David. *The Red Executive.* Anchor, Doubleday, 1961.*

Gunther, John. *Inside Russia Today.* New York: Harper & Brothers, 1957.

Hamilton, George H. *The Art and Architecture of Russia.* Baltimore, Maryland: Penguin Books, 1954.

Leonard, Richard Anthony. *A History of Russian Music.* London: Jarrolds, 1956.

Miller, Wright. *Russians As People.* London: Phoenix House, 1960.

Mirsky, Dmitri Sviatopolk. *A History of Russian Literature*. New York: Knopf, 1949.*

Novak, Joseph. *The Future is Ours, Comrade.* New York: Doubleday, 1960.

Rostow, Walt. *The Dynamics of Soviet Society.* New York: Mentor Books, 1954.

Simmons, Ernest J., ed. *Continuity and Change in Russian and Soviet Thought*. Cambridge, Mass.: Harvard University Press, 1955.

Slonim, Marc. *Modern Russian Literature and Chekhov to the Present.* New York: Oxford University Press, 1953.

Varneke, Boris. *History of the Russian Theatre*. New York: Macmillan, 1951.

Ward, Barbara. *Five Ideas That Change the World*. New York: Norton & Co., 1959.

Lindsay, Jack, Editor. *Russian Poetry, 1917-1955*. London: Bodleyhead, 1957.

* Available in paperback editions.

Travel

Belfrage, Sally. A Room in Moscow. London: A Deutsch, 1958.

Evans, Joseph E. Through Soviet Windows. New York: Dow Jones, 1957.

Douglas, William O. Russian Journey. New York: Doubleday & Co., 1956.

Geis, Darlene. Let's Travel in the Soviet Union. Chicago: Childrens Press, 1964.

Gunther, John. Inside Russia Today. New York: Harper & Bros., 1958. New York: Pyramid Books.*

Levine, Irving R. Travel Guide to Russia. Garden City, New York: Doubleday & Co., 1960.

Levine, Irving R. Main Street, U.S.S.R. Garden City, New York: Doubleday & Co., 1959.

Salisbury, Harrison. American in Russia. New York: Harper & Bros., 1955.

---

* Available in paperback editions.

Special Topics

Alt, Hershchelt. *Russia's Children*. New York: Twaine, 1959.

Bach, Marcus. *God and the Soviets*. New York: Crowell, 1958.

Barghoorn, Frederick C. *The Soviet Image of the United States: A Study in Distortion*. New York: Harcourt Brace, 1950.

Bergson, Abram, editor. *Soviet Economic Growth: Conditions and Perspectives*. Evanston, Illinois: Row, Peterson & Co., 1953.

Carew-Hunt, R. M. *The Theory and Practice of Communism*. New York: Macmillan, 1951.

Counts, George S. *The Challenge of Soviet Education*. New York: McGraw Hill, 1959.

Field, Mark G. *Doctor and Patient in Soviet Russia*. Cambridge, Mass.: Harvard University Press, 1953.

Fisher, Ralph Talcott, Jr. *Pattern for Soviet Youth*. New York: Columbia University Press, 1953.

Inkeles, Alex. *Public Opinion in Soviet Russia*. Cambridge: Harvard University Press, 1950.

Karol, Alexander. *Soviet Education for Science and Technology*. New York: John Wiley; and M.I.T. Press, Cambridge, Mass., 1957.

Kennan, George. *Russia and the West*. London: Oxford University Press, 1958.

Kolarz, Walter. *Russia and Her Colonies*. London: G. Philip & Son, 1952.

Liddell Hart, B. H. *The Red Army*. New York: Harcourt Brace, 1956.

Lippmann,Walter. *The Communist World and Ours*. Boston: Little, Brown & Co., 1959.

Shabad, T. *Geography of the U.S.S.R.* New York: Columbia University Press, 1951.

Whiting, Kenneth. *The Soviet Union Today: A Concise Handbook*. New York: Praeger, 1962.